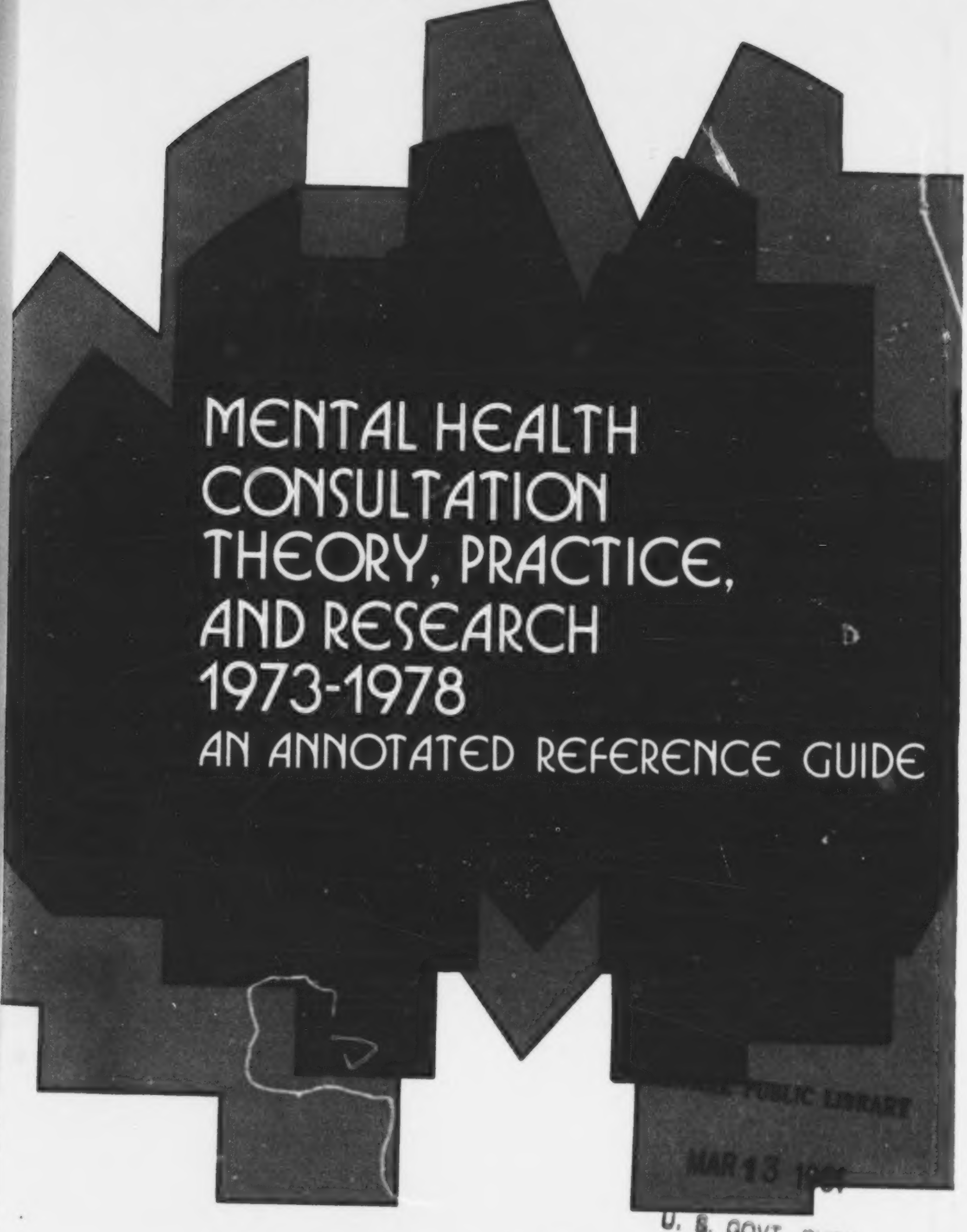
M52/3/973-978

National Institute of Mental Health



MENTAL HEALTH CONSULTATION THEORY, PRACTICE, AND RESEARCH 1973-1978

AN ANNOTATED REFERENCE GUIDE

PUBLIC LIBRARY
MAR 13 1981
U. S. GOVT. PUBS.
DEPOSITORY 376

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

HE 20.8108

MENTAL HEALTH CONSULTATION THEORY, PRACTICE, AND RESEARCH 1973-1978

AN ANNOTATED REFERENCE GUIDE

Margaret A. Grady
Mary Jo Storey Gibson
Edison J. Trickett
Department of Psychology
University of Maryland

Editors

National Institute of Mental Health
Mental Health Study Center
2340 University Boulevard East
Adelphi, Maryland 20783

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Work was supported by contract #PLD-0530678 of the
Mental Health Study Center, National Institute of
Mental Health.

A large number of abstracts included herein are from copyrighted publications (see page 1 for sources). Before reprinting, readers are advised to determine the copyright status of all such materials or to secure permission of the copyright holder.

DHHS Publication No. (ADM) 81-948
Printed 1981

Foreword

Mental health consultation first was mandated by Federal statute in 1963 when President Kennedy signed the Mental Retardation Facilities and Community Mental Health Centers Construction Act. This law (PL 88–164) included mental health consultation and education as one of the five essential services necessary for a Community Mental Health Center (CMHC) to qualify for Federal funds. The law viewed mental health consultation as a method to make available skilled staff of CMHCs to help teachers, police, clergymen, probation officers, lawyers, physicians, social agency personnel, and other community workers deal effectively with people whom they meet in their day-to-day work who are experiencing mental health problems.

Since 1963, consultation has advanced in sophistication—programmatically, conceptually, and scientifically—to become a respectable, rationally based method of practice in community mental health. Programmatically, consultation activities have expanded in scope to include work with paraprofessionals and nonprofessionals as well as with new community agencies, many of which did not exist 10 to 15 years ago. New consultation programs have been developed to address such issues as school integration and concerns regarding busing and the special needs of minority populations, preschool children, and patients discharged from mental hospitals. Conceptually, consultation has shifted from an earlier clinically dominated, individualistic approach to a broader situational emphasis, wherein behavior is viewed in terms of the individual interacting with his or her environment. Models of consultation based on behavioral, organizational development, and systems-oriented approaches are becoming widespread in the mental health field. Finally, in research and evaluation, one sees increasing rigor in the field: More attention is being given to multidimensional studies that use control or comparison groups and a variety of measurement techniques to test hypotheses.

Despite these advances, much remains to be learned and accomplished. New Federal initiatives responsive to chronically mentally ill persons, to children who are "most in need," and to other populations with special mental health needs and concerns call for the development of comprehensive community support services; these require the linkage of systems from various service areas, for example, social services, health, mental health, education, and housing, to improve the quality and availability of mental health care. Moreover, changes in our schools brought about by new legislation (e.g., PL 94–142), declining enrollments, the challenges of mainstreaming, and concerns regarding bilingual and interracial education, have created new needs that call for an expansion of the consultant's traditional role. The arrival of new immigrants, the migration of rural populations to inner-cities, the creation of alternative services for youth—all of these and more—introduce new problems, concerns, and needs. They all challenge and test severely the knowledge and skills of the mental health consultant.

Mental health consultation can meet the challenge, but it is clear that to do so will require new knowledge, new understandings, new approaches, and new skills. The demands call for flexibility in role and creativity in ideas and approaches in practice and research. Perhaps the greatest challenge will lie in combining creativity with retrenchment, i.e., finding new ways to reshape, reorganize, and even develop new service activities with very little in the way of additional funds and materials.

The reference material contained in this volume should facilitate communication among consultants, encourage an exchange of approaches, and, perhaps, provide new ideas to aid mental health professionals in responding effectively to the multitude of current challenges and opportunities.

Herbert Pardes, M.D.
Director
National Institute of Mental Health

Preface

This report is another in a series of monographs on mental health consultation developed and/or sponsored by the Mental Health Study Center of the National Institute of Mental Health. The purpose of this series is three-fold: to assist community mental health centers and other mental health agencies in the planning, development, and evaluation of consultation; to provide technical resource materials for universities and other educational institutions in developing training programs; and to stimulate research into the process, outcome, and impact of mental health consultation. Previous monographs in this series, which began in 1969, include the following:

Consultation in Mental Health and Related Fields: A Reference Guide by F.V. Mannino. PHS Pub. No. 1920, 1969.

Consultation Research in Mental Health and Related Fields: A Critical Review of the Literature by F.V. Mannino and M.F. Shore. PHS Pub. No. 2122, 1971.

The Practice of Mental Health Consultation by F.V. Mannino, B.W. MacLennan and M.F. Shore. DHEW Pub. No. (ADM)74-112, 1975.

Monitoring and Evaluating Mental Health Consultation and Education Services by F.V. Mannino and B.W. MacLennan. DHEW Pub. No. (ADM)77-550, 1978.

The present report is an addendum to the second edition of the Consultation Reference Guide published in 1975 as part of *The Practice of Mental Health Consultation*. As such, it serves to update the literature covered in the field of mental health consultation through 1978. This edition was prepared for the Mental Health Study Center by Dr. Edison Trickett and his colleagues at the University of Maryland. It is the first edition to include annotations and abstracts of the literature in an effort to increase its value and usefulness to practitioners, administrators, educators, and researchers.

Fortune V. Mannino, Ph.D.
Milton F. Shore, Ph.D.
Project Officers

Contents

FOREWORD iii

PREFACE v

INTRODUCTION 1

MENTAL HEALTH CONSULTATION MODELS AND APPROACHES 5
- Overviews 5
- Behavioral Consultation Model 6
- Organization Development Consultation Model 10
- Psychoeducational Consultation Approaches 13
- Systems Consultation Approaches 22
- Traditional Mental Health Consultation Model 29
- Additional Mental Health Consultation Approaches 31

MENTAL HEALTH CONSULTANTS BY FIELDS OF PRACTICE 37
- Business and Management 38
- Community Mental Health Centers 39
- Counseling 43
- Education 49
- Medicine 59
- Nursing 60
- Psychiatry 63
- Psychology 72
- Religion 80
- Social Work 81
- Additional Mental Health Consultants 83

CONSULTEES BY CONSULTATIVE SETTINGS 87
- Correctional Agencies 87
- Cross-Cultural and International Settings 93
- Educational Settings 96
  - Early Childhood and Preschool Settings 96
  - Elementary and Secondary Schools 100
  - Higher Education 108
- Geriatric Settings 110

Governmental Settings 112
Hospitals and Health Agencies 113
Industrial and Business Settings 120
Military Settings 122
Minority Settings 123
Religious Settings 125
Social Agencies 127

THE PROCESS OF MENTAL HEALTH CONSULTATION 131

Aspects of Process in General 131
Training of Mental Health Consultants 140
Ethical Issues 156
Hiring and Using Mental Health Consultants 157
Planning Mental Health Consultations 162
Entry 168
Implementation 170
Evaluation 173
Consultant-Consultee Relationship 180

RESEARCH ON MENTAL HEALTH CONSULTATION 187

General Research 187
Program Evaluation 212
Surveys 247
Reviews 257
Technical Innovations 260
Bibliographies 261

AUTHOR INDEX 263

Introduction

This annotated bibliography is an addendum to Mannino and Robinson's reference guide to the consultation literature published in 1975 as part of Mannino, MacLennan, and Shore's book, *The Practice of Mental Health Consultation*. Whereas the previous guide included 1,136 references published prior to 1973, this version contains 884 references to books, dissertations, and articles published during the period 1973 to July 1978.

SOURCES OF THE ANNOTATED BIBLIOGRAPHY

A systematic search of the literature published during the period 1973 through 1977 and relevant to mental health consultation included the following indexes and abstract series: *Psychological Abstracts; Resources in Education; Current Index of Journals in Education; Index Medicus; Sociological Abstracts; Personnel Management Abstracts;* and *Dissertation Abstracts*. Additional citations were selected from a National Institute of Mental Health (NIMH) computerized search, personal bibliographies of publications on consultation provided by Dr. F.V. Mannino of the Mental Health Study Center, Adelphi, Md., a topical bibliography on consultation appearing in the March 1978 volume of the *Personnel and Guidance Journal*, and specific volumes of relevant journals published during the period January 1978 to July 1978.

The annotations appearing in this bibliography represent reprinted, shortened, or paraphrased versions of abstracts received from the sources named above. Reprinted abstracts written by authors or editors are credited by (abs.). Although the majority of publications can be located in libraries, certain publications specified by the initials (EDRS) can be purchased in microfiche or hard copy from the Educational Resources Information Center (ERIC) Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Md. 20014. A small number of publications are not available from EDRS and can be obtained from the specified source.

CRITERIA FOR INCLUSION OF PUBLICATIONS

Mental health consultation continues to be recognized as a major intervention strategy for dealing with problems in human relations. While many refer to a field of consultation, at present the term "mental health consultation" is used to describe a variety of definitions, conceptualizations, and applications well reflected in current theory, practice, and research. Although it is not possible to provide a shared meaning of this term, it is possible to select publications on the basis of certain characteristics which reappear in the literature.

Thus, publications were considered relevant if they reflected a conceptualization of consultation as a triadic interaction among consultant, consultee, and client, involving indirect service and concerning some aspect of mental health. Books, dissertations, and articles which specified a two-party network, an intervention that was not service oriented, a direct service orientation, or intervention goals which were not related to mental health were excluded. Additional publications were included if they discussed an interaction between consultant and client system in general, consultative interventions at a general level without specifying goals, or mental health as a secondary goal of intervention.

THE CLASSIFICATION SCHEME

The classification scheme appearing in the previous reference guide was revised to reflect the expansion of recent literature relevant to mental health consultation. The present classification scheme was developed during the process of examining the literature and is organized by the following sections:

1. Mental Health Consultation Models and Approaches
2. Mental Health Consultants by Fields of Practice
3. Consultees by Consultative Settings
4. The Process of Mental Health Consultation
5. Research on Mental Health Consultation

Both the previous reference guide and this addendum continue to be the only examples of comprehensive bibliographies on mental health consultation which attempt to classify entries according to categories. Because of the large number of entries included, many of the publications were selected and classified solely on the basis of title or abstract. Therefore, certain publications may have been inappropriately selected and/or classified, while others may have been cross-referenced inadequately.

Consecutive numbering of all entries has been maintained to facilitate cross-referencing and to avoid repetition of entries. As in the previous reference guide, the numbers following authors' names in the Author Index correspond to the numbered entries in the text. This procedure facilitates the location of any particular entry.

Mental Health Consultation Models and Approaches

This section includes 115 entries which pertain to previous, recent, or developing mental health consultation models and approaches. While many publications note the expansion of theoretical models and approaches beyond the traditional approaches which emphasize individual determinants of behavior, very few examples of integration appear in the literature. Instead, most publications discuss mental health consultation from the perspective of specific models or approaches within developing models.

Aside from the small number of overviews, recent literature in this section is categorized according to three primary models and three sets of approaches. The traditional mental health, the behavioral, and the organization development perspectives are conceptualized as models because the relevant literature within each of these areas appears to share common definitions, goals, and underlying assumptions about mental health consultation. Both the psychoeducational and the systems perspectives are conceptualized as approaches rather than models because the relevant literature does not reflect sufficient shared understanding along these dimensions. The final set of additional approaches includes a diverse group of publications which appear significant because they cannot be classified easily according to the previous categories. In general, literature included in this section suggests a trend toward differentiation of perspectives thought to be applicable to the practice of mental health consultation. The manner and the extent to which this literature will be integrated are not easily predicted from the current status of the literature.

OVERVIEWS

Books

1. Blake, Robert, and Mouton, Jane. *Consultation*. Reading, Mass: Addison-Wesley, 1976.

The entire field of consultation is explored in terms of the Consulcube, a three-dimensional framework for depicting (a) kinds of interventions, (b) focal issues, and (c) identity of the client for any given consultative endeavor. The Consulcube is presented as a systematic and coherent basis for a theory and practice of consultation.

Articles and Perodicals

2. Blake, Robert R., and Mouton, Jane S. Toward a general theory of consultation. *Personnel and Guidance Journal,* 56(6):328–330, 1978.

   Reviews and summarizes the Consulcube, originally presented in the author's 1976 book, which depicts (a) kinds of interventions, (b) focal issues, and (c) identity of the client for any given consultative endeavor, and serves as a basis for a theory and practice of consultation.

3. Dworkin, Anita Lazier, and Dworkin, Edward Paul. A conceptual overview of selected consultation models. *American Journal of Community Psychology,* 3(2):151–159, 1975.

   Analyzes four consultation models—consultee centered, group process, social action, and ecological. The following dimensions are discussed: definitions of consultation, self-perceptions of the consultant, target populations, motivation of the client system, entry, goals, diagnosis, techniques, terminations, and evaluations.

BEHAVIORAL CONSULTATION MODEL

Articles and Periodicals

4. Bellack, Alan S., and Franks, Cyril M. Behavioral consultation in the community mental health center. *Behavior Therapy,* 6(3):388–391, May 1975.

   Discusses the need for an increased impact of behavior modification in the community mental system. Some factors currently preventing such impact are presented, and a consultation model is proposed. Specific suggestions include setting of limited goals, focus on the teaching of techniques, use of case conferences, and use of the consultant as a model. Difficulties in assessing consultant effectiveness are also discussed.

5. Bornstein, Philip H., Hamilton, Scott B., and Quevillon, Randal P. Behavior modification by long distance: Demonstration of functional control over disruptive behavior in a rural classroom setting. *Behavior Modification,* 1(3):369–380, 1977.

Investigated the applicability of behaviorally oriented consultation by long-distance in a case involving the disruptive classroom behavior of a 9-year-old boy.

6. Brown, Joe H. A Conceptual Model for Home-School Consultation, 1974. (EDRS)

   Because of the need for trained personnel to help people cope with their problems, the focus must shift from training persons who give direct services to training persons who function as consultants. The consultant works with a consultee (who is often a parent or a teacher) to help a third party (who is often a client). The author presents a conceptual mode to describe the functions of a consultant. The first stage involves the request for consultation during which the consultant acquires important information regarding the nature of a client's problems, environments, and abilities. The second stage identifies the problem behavior and observes or assesses client behavior. Factors which are maintaining the client's undesirable behavior are identified to determine whether the client requires referral. If not, consultant and consultee agree on the desired behavioral changes to be initiated. If the consultant judges that the consultee is capable of helping the client change his behavior, he trains the consultee to implement specific recommendations to initiate positive change in the client. Finally, an evaluation of the effectiveness of the procedure is made. (abs.)

7. Brown, Duane, and Brown, Sandra. Parental consultation: A behavioral approach. *Elementary School Guidance and Counseling*. 10(2):95–101, December 1975.

   This article describes the first session of behavioral parental consultation. The session is broken down into six parts: rapport building, structuring, information taking and diagnosis, explaining behavioral principles, reexamining behavior, and goal setting and selection of techniques. Steps to be taken after the first session are discussed briefly. (abs.)

8. Canter, Lee, and Paulson, Terry. A college credit model of in-school consultation: A functional behavioral training program. *Community Mental Health Journal*, 10(3):268–275, Fall 1974.

   Describes a pilot study which combined the didactic structure and credit of a college seminar with the immediate relevance, support, and training of a traditional inschool consultation. Data support the effectiveness of this model in training teachers as therapeutic change agents in their classrooms.

9. George, Thomas W. Behavior consultation: A model for effective public service involvement. *College Student Journal*, 10(2):131–133, Summer 1976.

   Notes that increasing pressure is being placed on university personnel to contribute their expertise to the solving of society's off-campus problems. Many of these experts in academic areas have become frustrated underachieving public servants or have totally avoided such involvement, due to a lack of consultation skills. The consultation process, in general, is discussed, and a behavioral model which guides such interactions is presented. The model, which has functioned effectively for many psychological consultants and which appears easily adaptable to the needs of others, is offered as a possible means of improving one's skills as a facilitator of change.

10. Halfacre, John, and Welch, Frances. Teacher consultation model: An operant approach. *Psychology in the Schools*, 10(4):494–497, October 1973.

    Describes a consultation model that reflects the incorporation of learning theory techniques and whose purpose is to modify teacher behavior. The model consists of a series of steps that a consultant can take to help a teacher with her classroom concerns.

11. Liberman, Robert Paul, and Bryan, Edwin, III. Behavior therapy in a community mental health center. *American Journal of Psychiatry*, 134(4):401–406, 1977.

    A demonstration and clinical research project adapted behavior analysis and therapy to the problems, patients, staff, and setting of a community mental health center. Consultation programs were established for parents, schools, and other community agencies. Experimental and evaluative research has documented the effectiveness of these programs.

12. MacDonald, K.R., Hedberg, A.G., and Campbell, L.M. A behavioral revolution in community mental health. *Community Mental Health Journal*, 10:228–235, 1974.

    There are many professionals who are predicting the eventual demise of community mental health because of a failure to develop a relevant conceptual model for community intervention. It remains the position of this guide that behavior theory offers the potential for conceptualizing the individual's interaction with his environment. Further, the behaviorally oriented mental health worker has several choices of intervention available to him. These models or choices are described, and recommendations for the enhancement of community mental health service delivery are presented.

13. Russell, Michael L. Behavioral consultation: Theory and process. *Personnel and Guidance Journal,* 56(6):346–350, 1978.

    Examines the theoretical foundations, clinical process, and intervention techniques of long-term behavioral consultation in educational and medical settings.

14. Schmits, Donald W. Defining reinforcers—a problem in communication for consultation in behavior modification. *Journal of School Psychology,* 11(1):36–39, March 1973.

    This paper reviews the respondent (Hull-Spence) and operant (Skinnerian) conditioning definitions of reinforcers and reinforcement and demonstrates the need to keep the systems separate when consulting about behavior modification. The two systems are shown to lead to different modification procedures. (abs.)

15. Snow, David L., and Brooks, Robert B. A school consultation program in behavior modification. *Journal of School Health,* 44(3):130–135, March 1974.

    Discusses the role of the consultant and the consultant-teacher relationship in establishing an ongoing behavior modification program on a school-wide basis. A major goal of the consultation program is to develop effective means to communicate with teachers and other school personnel. Several approaches to achieve the goal are the introduction of weekly conferences with teachers, meetings with small groups of teachers, staff meetings, or workshops. In addition to training teachers to be competent in their use of behavior modification techniques, these approaches are also useful in helping to insure the ongoing use of behavior modification principles. The need for effective followup procedures is emphasized. (abs.)

16. Winett, Richard A. Environmental design: An expanded behavioral research framework for school consultation and educational innovation. *Professional Psychology,* 7(4):631–636, 1976.

    Behavior analytic research methods are seen as being uniquely suited to evaluation of behavior changes and are adaptable to any kind of interpersonal, organizational, ecological, or curriculum variable. The roles filled by the environmental designer/consultant are seen to be the evaluation of total programs and program effectiveness.

See also: 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 26, 30, 36, 63, 153, 180, 246, 339, 347, 380, 406, 417, 422, 505, 519, 584, 589, 590, 630, 649, 665, 667, 674, 681, 682, 688, 689, 699, 700, 726, 731, 732, 737, 752, 792, 800, 805, 808, 820, 821.

ORGANIZATION DEVELOPMENT CONSULTATION MODEL

Books

17. Hausser, Doris L.; Pecorella, P.A.; and Wissler, A.L. *Survey-Guided Development II: A Manual for Consultants.* La Jolla, Calif.: University Associates, 1977.

This manual is intended as a tool for both external consultants and internal resource people involved in survey-guided development. An overview of survey-guided development, including the use of standardized questionnaires as a data-collection technique, is presented. Understanding and utilizing data to identify and solve problems in organizational functioning are addressed through a focus on concepts and activities relevant at both the work-group and systemic levels.

Articles and Periodicals

18. Broskowski, Anthony. Concepts of teacher-centered consultation. *Professional Psychology,* 4(1):50–58, February 1973.

Presents a model of the school as an organization and a model of consultation suited to such an organization. A program of consultation to an inner-city junior high school faculty based on these two models is described and evaluated. In applying process consultation and open systems theory, the school consultant strives for active participation by all in the problem-solving process, leading to self-assessment and self-directed change. Process consultation involves the organization and the consultant in the "joint assessment" of the problems, with particular focus on the "processes" within the system that need improvement. The consultation program occurred in 1969, when the principal of a racially mixed junior high school requested a program for graduate students to do counseling for the emotionally disturbed children in his school. The tentative plan was for graduate students to enter the system as consultants to teachers around issues and concerns at the level of the classroom. There were eight projects in the program: (a) development of teacher skills in small-group techniques, (b) behavior modification, (c) videotape recording and playback of teaching styles, (d) motivational development in a special reading class, (e) systems analysis and sociometric patterning in the classroom, (f) use of psychodrama technique for classroom communication, (g) teacher and counselor discussion group for interracial issues, and (h) environmental engineering and control in the classroom.

19. Huse, Edgar F. Organization development. *Personnel and Guidance Journal*, 56(7):403–406, 1978.

Presents the evolution of organization development (OD), the application of behavioral science knowledge to enhance an organization's effectiveness. The basic components of an OD program, typologies of OD interventions, and problems with OD are discussed.

20. Langmeyer, Daniel. Surviving on intervention: The "jello" principle. *Journal of Applied Behavioral Science*, 11(4):454–456, 1975.

Critiques a paper which recounted the failure of a consultation program to effect a viable organizational change in a slum district junior high school. Contends that the organizational attempts of the program weren't adequate in light of presently available theory and technology.

21. Midwest Organization Development Network. "A Procedure for Strengthening Organizational Effectiveness." Midwest Organization Development Network, 1974. (EDRS)

This booklet attempts to give a brief overview of the nature of organization development (OD). It describes the role of the professional organization development specialist, how he functions, and what he tries to do in the client system. It also describes the purposes of the Midwest Organization Development Network, a nonprofit association of OD professionals. Seven major assumptions about organizations are proposed, and a 12-step process for beginning OD programs in client systems is outlined. The booklet concludes with a review of the kinds of learning outcomes organizations may expect from OD programs. (abs.)

22. Mill, Cyril R. Short-term consultation in organization development for mental health agencies. *Hospital & Community Psychiatry*, 25(11):726–729, 1974.

The author suggests that mental health facilities unable to afford long-term program of organization development, such as those used by industry, can benefit by brief OD consultation aimed at small units or specific problems. The origins and principal techniques of OD are discussed, and illustrations of short-term OD consultations in health systems are presented.

23. Rand, Neil E. Organization development: A new modality for community mental health. *American Journal of Community Psychology*, 6(2):157–170, 1978.

Defines organization development (OD) as a set of one or more interventions performed within an organization by an expert consultant in order to initiate behavioral changes within the organization. OD is discussed as being a valid tool for promoting the present goals of community mental health centers, as well as for accomplishing OD's traditional objectives of increasing organizational effectiveness in business, industry, and government agencies. A comparison is made between the main objectives of the community mental health movement and the major thrusts of current OD practice, showing how the foci are essentially similar.

24. Schein, Edgar H. The role of the consultant: Content expert or process facilitator? *Personnel and Guidance Journal*, 56(6):339–343, 1978.

Presents three models of consultation—the purchase of expertise, the doctor-patient, and the process consultation—and identifies the assumptions upon which each rests. Argues for the relevance of the process model in all situations involving personal, group, or organizational components, and feelings, values, and cultural elements.

25. Schmuck, Richard; Arands, Jane; and Arands, Richard. "Tailoring Consultation in Organizational Development for Particular Schools: An Occasional Paper." Eugene, Ore.: Center for Educational Policy and Management, Oregon University, 1974. (EDRS)

This paper discusses characteristics of school organizations and strategies of organization development (OD) consultation as they relate to organizational change in schools. The basic premise of the paper is that any OD intervention in a school should be a somewhat unique series of events specifically tailored to the needs and characteristics of the particular school. Separate sections of the paper discuss important characteristics of school organizations, the sequential and cyclical aspects of OD intervention, the dynamics of entry into an OD intervention, approaches to diagnosing school needs, and various issues related to designing OD interventions. At the close of each section, the authors offer guidelines for tailoring OD interventions for schools. An annotated bibliography of relevant papers and books is included.

See also: 18, 19, 20, 30, 34, 47, 58, 94, 172, 184, 256, 289, 291, 300, 308, 338, 360, 412, 415, 416, 447, 448, 450, 456, 458, 461, 463, 466, 467, 469, 476, 483, 502, 510, 516, 587, 588, 591, 612, 613, 621, 626, 627, 628, 635, 641, 672, 679, 684, 695, 701, 729, 774, 779, 783, 793, 798, 801, 806, 814, 865.

PSYCHOEDUCATIONAL CONSULTATION APPROACHES

Books

26. Brown, Duane, and Brown, Sandra. *Consulting with Elementary School Teachers*. Atlanta, Ga.: Houghton Mifflin, 1975.

Presents a rationale for the role of the elementary school counselor as consultant and a behavioral perspective as a theoretical basis for consultation practice. Methods and techniques of consulting with elementary school teachers are described, as well as ways of helping teachers in curriculum development, appraisal, and parental relations.

27. Claiborn, William L., and Cohen, Robert. *School Intervention*. New York: Behavioral Publications, 1973.

Presents a collection of 15 papers on the conceptual and strategic issues involved in the movement of mental health practitioners toward innovative school intervention. Areas covered include: (1) history and philosophy of school intervention; (2) training and preparation for new roles in school intervention; (3) practice issues and problems in school intervention programs with examples of innovation; and (4) evaluation of school intervention programs.

28. Dinkmeyer, Don, and Carlson, Jon. *Consulting: Facilitating Human Potential and Change Processes*. Columbus, Ohio: Charles D. Merrill, 1973.

This text systematically presents the constructs basic to consultation and is addressed to school administrators, counselors, psychologists, and social workers. A consultant role is proposed in which the consultant is a facilitator of human potential. Attention is given to procedures for individual and group consultation with administration, staff, and parents and for promoting human potential in the classroom.

29. Dinkmeyer, Don, and Carlson, Jon. *Consultation: A Book of Readings*. New York, NY: John Wiley, 1975.

    Discusses the theory and rationale of consultation, to demonstrate the relevance of pupil personnel specialists, psychologists, counselors, and social workers for the educational process. Individual, parent, and staff and family group counseling and consultation are considered.

30. Meyers, J., Martin, R., and Hyman, I. *School Consultation: Readings about Preventive Techniques for Pupil Personnel Workers*. Springfield, Ill.: Charles C Thomas, 1977.

    Includes 27 readings representing current literature in school consultation to acquaint those interested in schools with the consultative role model, to encourage practitioners to broaden their perspective regarding potential methods of providing psychological services in their schools, and to enhance researchers' awareness of important issues in the field.

Dissertations

31. Zide, Ellen D. "School Consultation: Underlying Assumptions in Existing Models and Potential Modifications." Unpublished doctoral dissertation. Harvard University, 1975.

    Argues that school consultation has evolved into a massive therapeutic service which diagnoses and treats deviant individuals and systematically ignores the school culture as a primary factor in the emergence of school problems. School consultants, according to this view, are prisoners of the medical model. Four ideological assumptions of the intrapsychic orientation were identified, the dominant theoretical models of school consultation were analyzed, and current theoretical and practice models used by school consultants in federally supported programs were investigated.

Articles and Periodicals

32. Alpert, Judith Landon. Conceptual bases of mental health consultation in the schools. *Professional Psychology,* 7(4):619–626, 1976.

    Gives a brief history of school mental health consultation and defines the process of consultation. The consultation stages of entry, problem identification and resolution, and termination are discussed within the school context.

33. Alpert, Judith L. Some guidelines for school consultation. *Journal of School Psychology,* 15(4):308–319, 1977.

School consultation and its purposes are defined; the expansion of the school psychologist's traditional diagnostic role is explored; and some guidelines from research and theory which will assist the school psychologist to maximize the effect of consultative efforts are presented.

34. Alpert, Judith L., and Trachtman, Gilbert M. "School Psychological Consultation in the Eighties." Based on paper presented at the meeting of the National Association of School Psychologists, New York City, March 1978.

Discusses the impact of the Education for All Handicapped Children Act, Public Law 94–142, on school consultation as practiced by school psychologists. Mental health consultation, organization development, and environmental consultation are all advocated as additional approaches to school consultation beyond traditional psychoeducational assessment. All four approaches are viewed as consistent with the intent of the law.

35. Auerbach, Joshua. "'Attribution' and 'Personal Construct' as Heuristic Devices for the Psychological School Consultant." Paper presented at the Annual Meeting of the American Psychological Association, Montreal, Quebec, Canada, August 1973. (EDRS).

The author states that consultants generally pursue two goals: establishing communication with the consultee and helping the consultee to become a more effective problem solver. Consistent with these goals for the psychological school consultant are personal construct theory and attribution theory. Personal constructs refer to the dimensions, both conventional and idiosyncratic, which are used to classify both events and objects. Attribution refers to the process by which people answer the question "why" about events. The author discusses these two theories and characterizes some of the difficulties involved in translating them into practical guides for the consultant. Examples are presented of the practical advice that can be generated by the approach to consultation developed in this paper which was presented as part of a conference symposium entitled "Psychological Consultation in Educational Settings: Models and Problems from Without and Within." (abs.)

36. Benoit, Robert B., and Mayer, G. Roy. Timeout: Guidelines for its selection and use. *Personnel and Guidance Journal,* 53(7):501–506, March 1975.

Discusses the use of "timeout" (i.e., removing access to sources of reinforcement for a limited period contingent on a specific action) as a classroom behavior modification technique. The appropriateness of its use by a counselor in a given situation is examined, along with methods to insure its maximal effectiveness once it is chosen. Guidelines for its use are presented in a flow-chart format. The importance of selecting a nonreinforcing environment for behavior requiring changing is stressed. The potential for rapid results from the correct use of "timeout" is noted.

37. Brosseau, John. Consulting: A potpourri? *Canadian Counsellor,* 7(4):259–267, October 1973.

Distinguishes between counseling, in which there is a direct relationship between the counselor and client, and consulting, in which the counselor seeks help from a third party (the consultant) in dealing with the client. The role of consulting in elementary school counseling is discussed. Various uses of the consulting process are described (e.g., with parents and teachers) and findings of the efficacy of consulting are presented. A consulting model developed by G. Caplan in the field of mental health is presented which may be of use to elementary school counselors.

38. Brown, Virginia L. "Yes, But . . . ." A reply to Phyllis Newcomer. *Journal of Special Education,* 11(2):171–7, Summer 1977.

Presented is a critique on P. Newcomer's article which focused on the limitations of the diagnostic-remedial model and supported the teacher-consultant role as an alternative to assessing the mildly handicapped student with learning problems. (abs.)

39. Brubaker, J. Craig. Futures consultation: Designing desirable futures. *Personnel and Guidance Journal,* 56(7):428–431, 1978.

Presents a consultation process for involving individuals, groups, or organizations in the creation of their own future. The futures consulting procedure consists of two significant parts: Futuring Information, the information needed for future-oriented decisionmaking, and a Futuring Process, the activities the consultant and consultee engage in to design the future.

40. Carrington, Dan, Cleveland, Art; and Ketterman, Clark. Collaborative consultation in the secondary schools. *Personnel and Guidance Journal,* 56(6):355–358, 1978.

Describes a collaborative model of consultation, defined as a process of utilizing consensus in a highly structured system of decisionmaking to solve work-related problems, which was implemented in an Indian school district. The process of training counselors in the purposes and techniques of collaborative consultation is discussed.

41. Dinkmeyer, Don, and Dinkmeyer, Don, Jr. Contributions of Adlerian psychology to school consulting. *Psychology in the Schools,* 13(1):32–38, January 1976.

Argues that, while consultation is readily recognized as a priority for pupil personnel specialists, there is very little usable information available on the subject. The failure to consult effectively with teachers is often due to a lack of understanding of the purpose of behavior. Specific propositions basic to understanding behavior are presented. A transcript which illustrates and critiques Adlerian consultation is included. Specific steps in the consultant process are included.

42. Gallessich, June. Symposium: Conceptual bases of school consultation models. *Professional Psychology,* 7(4):618–645, November 1976.

Presents current trends in school consultation. After an introduction, four papers are presented: Conceptual Bases of Mental Health Consultation in the Schools; Process Consultation and Organization Development; Environmental Design—An Expanded Behavioral Research Framework for School Consultation and Educational Innovation; and Consultation in Schools—Inevitable Conflict, Partisanship, and Advocacy. Abstracts of these papers are listed separately, either in this section or in other sections within models.

43. Hansen, L. Sunny, and Keierleber, Dennis L. Born Free: A collaborative consultation model for career development and sex-role stereotyping. *Personnel and Guidance Journal,* 56(7):395–399, 1978.

Describes Born Free, a major attempt to bring about educational change through models of career development, change process, and consultation. Born Free's conceptualization of consultation views the consultant as assisting a consultee to solve the problems of the consultee's environment and client system.

44. Haring, Norris G. Special education services for the "Mildly Handicapped." *Journal of Special Education,* 11(2):189–95, Summer 1977.

In response to P. Newcomer's article (#52) on the role of the teacher consultant in dealing with learning problems in the mildly handicapped, the author reviews some of Newcomer's concerns with the diagnostic-remedial approach. (abs.)

45. Kurpius, DeWayne. Introduction to the special issue. *Personnel and Guidance Journal,* 56(6):320, 1978.

Presents an introduction to the two issues in the *Personnel and Guidance Journal* which pertain to consultation, including a description of articles included within both volumes.

46. Kurpius, DeWayne. Consultation theory and process: An integrated model. *Personnel and Guidance Journal,* 56(6):335–338, 1978.

Describes four different modalities of consultation, labeled provision, prescription, collaboration, and mediation and gives a sequential description of the stages in the consulting process.

47. Kurpius, DeWayne J., and Brubaker, J. Craig. *Psychoeducational Consultation: Definition—Functions—Preparation.* Bloomington, Ind.: Indiana University, 1976. (EDRS)

This monograph identifies and synthesizes some of the most important issues that can affect the performance of a psychoeducational consultant. It begins by describing the major modes of consultation in their situational contexts. Although the differences among the four major modes—provision, prescription, mediation, and collaboration—are evident, there appears to be less difference in the phases through which consultation processes are carried on, whatever the mode. In tracing these phases—phasing-in, planning, producing, and phasing-out—useful suggestions for successfully completing each stage are highlighted. Whenever different strategies are required for the "inside" consultant as opposed to the "outside" consultant, they are specified. The last half of the monograph, including the appendixes, focuses on some of the major factors influencing individual, group, organizational, and community change, and on the training of the psychoeducational consultant. (abs.)

48. Merchant, David F. Creating stronger swimmers: The counsellor-consultant in the elementary school. *School Guidance Worker,* 31(6):22–26, July 1976.

The developmental model used by a counselor acting as consultant is suggested as the most appropriate role for the elementary school counselor. The consultant role is discussed in some detail. (abs.)

49. Meyers, Joel. A consultation model for school psychological services. *Journal of School Psychology,* 11(1):5–15, March 1973.

Proposes a model which includes several techniques independently presented in the past and which have been integrated into a method specifically designed for school psychologists. The technique includes four levels of functioning: (1) direct service to the child, (2) indirect service to the child, (3) direct service to the teacher, and (4) service to the school system. A distinction is made between the content and process of consultation, and a shift in emphasis from the 1st level to the remaining levels is suggested.

50. Michelson, Douglas J., and Davis, Jerry L. A consultation model for the school counselor. *School Counselor,* 25(2):98–103, November 1977.

Many authors have suggested that counselors deemphasize the one-to-one model of counseling students and increase personal contacts with teachers, parents, and administrators. This article presents a model that emphasizes a problem-solving process for conducting such consultation interviews. (abs.)

51. Newcomer, Phyllis L. Special education services for the "mildly handicapped": Beyond a diagnostic and remedial model. *Journal of Special Education,* 11(2):153–65, Summer 1977.

The author takes the position that the use of a diagnostic-remedial model to provide special education services to the "mildly handicapped" is often inappropriate, and proposes a teacher consultant model. (abs.)

52. Newcomer, Phyllis L. Final remarks. *Journal of Special Education,* 11(2):197–200, Summer 1977.

The author offers responses to five papers criticizing her article on limitations of the diagnostic-remedial model and the role of the teacher consultant in dealing with mildly handicapped students with learning problems. (abs.)

53. Oldridge, O.A. Future directions for special education: Beyond a diagnostic and remedial model. *Journal of Special Education,* 11(2):167–9, Summer 1977.

Presented are comments on P. Newcomer's article on the limitations of the diagnostic-remedial model and benefits of the teacher consultant approach in assessing mildly handicapped students with learning programs. (abs.)

54. Pietrofesa, John, and Splete, Howard. Consultation: An effective dimension of childhood sexual development. *School Counselor,* 20(3):186–192, January 1973.

Presents capsule descriptions of incidents relating to sex which were experienced by children at school or at home. Early sexual development is discussed with attention to building wholesome attitudes and the learning of sex roles. The C group (e.g., using factors of collaboration, consultation, clarification, and communication) is defined and recommended as an effective technique for counselors to use with parent and/or teacher groups.

55. Pryzwansky, Walter B. A reconsideration of the consultation model for delivery of school-based psychological services. *American Journal of Orthopsychiatry*, 44(4):579–583, 1974.

Based on the premise that school psychologists using the "pure" consultation model will encounter little success, the paper argues for a collaborative approach in which the specialist not only takes part in the implementation program but assumes joint responsibility with the instructional staff for the outcome of the program.

56. Pryzwansky, Walter B. Collaboration or consultation: Is there a difference? *Journal of Special Education*, 11(2):179–182, 1977.

Explores the failure of consultation as a method for delivery effective service by special educators and presents an alternative collaboration approach in which the differences between school-based consultation and ideal consultation models are described.

57. Reschly, Daniel J. School psychology: "Frenzied, faddish, or fundamental?" *Journal of School Psychology*, 14(2):105–113, 1976.

Criticizes the use of the term "consultation" to refer to almost any service of the school psychologist. The major models—mental health, organization development, and behavioral—are discussed in terms of theoretical orientation, definition of consultation and relationship of consultant to consultee, goals, intervention methods, evaluation of outcome and weaknesses.

58. Schmuck, Richard A. Process consultation and organization development. *Professional Psychology*, 7(4):626–631, 1976.

Defines the goals of process consultation and organization development (OD) consultation and discusses organization development strategies. The four macro design OD strategies which may be applied are training, data feedback, confrontation, and process observation and feedback.

59. Lambert, Nadine M. A school-based consultation model. *Professional Psychology*, 5(3):267–276, August 1974.

Differentiates between school- and community-based consultation. Objectives of school-based consultation may be changes in pupil behavior, teacher behavior, or a combination of both. Consultation is described as essentially directive, informational, and problem-oriented, encompassing three stages: gaining teacher acceptance and trust, sharing ideas about classroom problems, and working together for optimal education. It is stated that both consultants and school administrators will benefit from systematic evaluation of consultation.

60. Strickland, Ben, and Arnn, John. "Consultation: A Model for Helping Professions," 1977. (EDRS)

This handbook attempts to revise and revitalize the concept of consultation as commonly employed by members of the helping professions, particularly school counselors and student personnel workers in educational settings. The authors believe that neither counseling nor coordination provides the kind of visibility necessary for credibility and that the use of consultation must be expanded to make up for this deficit. This guide sets forth a definition of Integrated Consultation, as well as goals and strategies for its application. There is also a section on how to choose an external consultation when the need arises. The publication should be useful to those in the helping professions desiring a functional consultation model.

61. Walz, Garry R., and Benjamin, Libby A. A change agent strategy for counselors functioning as consultants. *Personnel and Guidance Journal*, 56(6): 331–334, 1978.

Presents one example of a rational model for change-active counselors to follow that will enhance their chances of success in making change happen. Describes process including establishing need, building interactive relationships, assessing, generating options, deciding, facilitating adoption and implementation, and refining and reviewing. Also notes targets for change in guidance and student services.

62. Wigtil, James V., and Kelsey, Richard C. Team building as a consulting intervention for influencing learning environments. *Personnel and Guidance Journal*, 56(7):412–416, 1978.

Expands the school counselor role to include team building as a consulting strategy designed to influence the learning environment. The basic assumptions and purposes of team building are presented, as well as guidelines for initiating teaming and evaluating the teaming process and outcomes.

63. Woody, Robert H. The school psychologist as a behavior therapist: Past and future. *Psychology in the Schools*, 13(3):266–268, July 1976.

Using his 1965 review article for comparison (see PA, Vol 41:3286), the author describes the evolution of the school psychologist as a behavior therapist. Over the past 10 years the role of therapist to individuals has been replaced by the role as consultant to the schools and community. Assessment of changes due to behavioral interventions is still difficult, although some progress has been made. Specific behavioral techniques are chosen for use in schools on the basis of their individual merits and in terms of public policy and educational philosophy. Increasing support for behavior modification methods is predicted, and preparatory programs for colleges are suggested. The ethics of behavior modification are of great importance in public policy.

See also: 139, 163, 185, 188, 249, 337, 453, 497, 499, 506, 508, 607, 625, 646, 648, 657, 661, 668, 678, 691, 696, 705, 739, 742, 745, 748, 795.

SYSTEMS CONSULTATION APPROACHES

Books

64. Merry, Uri, and Allerhand, Melvin E. *Developing Teams and Organizations: A Practical Handbook for Managers and Consultants*. Reading, Mass: Addison-Wesley, 1977.

Presents practical guidelines for applying interventions to achieve a variety of goals, such as improving managerial style, increasing managerial effectiveness, resolving conflicts, and increasing team effectiveness. The authors' orientation is based on open systems theory and a client-centered approach to change.

65. Monahan, John. *Community Mental Health and the Criminal Justice System*. New York: Pergamon, 1976.

A collection of 21 papers presents a systems approach to communities and criminal justice agencies, emphasizing mental health consultative skills and techniques as applied at the policy and program level of agency intervention.

Articles and Periodicals

66. Anderson, Luleen S. The mental health center's role in school consultation: Toward a new model. *Community Mental Health Journal,* 12(1):83–88, 1976.

Redefines and extends the traditional mental health/school consultation model. In the new model, consultation that is a reaction to an existent problem by the clinical expert is integrated with a comprehensive model of collaboration that moves in the direction of systems change.

67. Andolfi, Maurizio; Stein, David D.; and Skinner, Joyce. A systems approach to the child, school, family and community in an urban area. *American Journal of Community Psychology,* 5(1):33–43, 1977.

Presents a theoretical framework for a fairly comprehensive systems approach to therapeutic work with children and describes its application by detailing on intervention completed with 15 eighth graders. The students, their parents, teachers, and relevant school administrators received a multilevel systems consultation from a community mental health center.

68. Aplin, John C. Structural change vs. behavioral change. *Personnel and Guidance Journal,* 56(7):407–411, 1978.

The purpose of this paper is to demonstrate that structural and behavioral changes are not mutually exclusive but in fact complementary. The origins of the behavioral-structural controversy, the range of behavioral symptoms that might be caused by structural problems, and the advantages of structural interventions are presented.

69. Barcai, Avner; Dreman, S.B.; and Gilad, Oded. Consultation between child psychiatry and otolaryngology: A case of esophageal stenosis. *International Journal of Psychiatry in Medicine,* 4(3):333–339, Summer 1973.

Presents an example of how an "ecological" (i.e., systems) type of consultation in a general hospital resulted in the effective removal of secondary symptomatology in a 9-year-old child with manifestations of intermittent esophageal stenosis. More traditional interdisciplinary methods of consultation, involving independent assessment and treatment, had previously proved ineffective. Only when all systems, including biological, psychological, familial, social, community, and individual, which had affected maintenance of the symptom were dealt with was the system effectively removed.

70. Bergan, John R.; Curry, D. R.; Haberman, K.; Currin, S.; and Nicholson, E. "Tucson Early Education Psychological Services." Tucson: Arizona Center for Educational Research and Development, Arizona University, 1973. (EDRS)

This report describes the Tucson Early Education Psychological Services (TEEPS) program during its third year of operation. TEEPS is based on the position that the quality of psychological services in the public schools can be increased by establishing educational systems in which the functions of psychology in education are embodied in system components rather than in individual practitioners. Activities in TEEPS during the past year have focused on two major areas: (1) the development of a set of evaluation procedures for assessing the overall effectiveness, acceptance, implementation, and efficiency of the program; and (2) a continued effort to refine and broaden the extent of the consultation process. In the consultation process, information is transmitted from the Arizona center through a staff of field representatives to program assistants, parent coordinators, and school psychologists. Through the same channels, feedback is reported to the center and used to provide guidance for future research and development activities. Also in this report are the TEEPS plans for the coming year, which include the projected development of a Computer-Based Information System for use in early childhood education. (abs.)

71. Conyne, Robert K. "Campus Environmental Assessment and Consultation." Paper presented at the Annual Meeting of the American Personnel and Guidance Association. Chicago, Ill., April 11–14, 1976. (EDRS)

This paper describes the campus environmental assessment and consultation program of the Illinois State University Student Counseling Center. The general model for this approach is outlined, and its direction from the ecosystem model for campus design is discussed. The relationship between campus environmental assessment data and two system intervention functions, change advocacy and consultation, is highlighted and described in some specificity. An example of both change advocacy and consultation is provided, along with diagrams of each process and of the general model. Finally, the project is discussed as a phase toward the development of an ecosystem model for the campus. (abs.)

72. Dolev, Amram. A medical model versus a normative approach: The place of values in community psychiatry. *Mental Health and Society* (Basel), 3(1–2):92–101, 1976.

Based on a series of consultations with staff in a mental health hospital following staff/patient meetings, a contrast between a normative, value-laden orientation and a value free medical one, both of which were displayed intermittently by the staff, is discussed. The point of view taken derives from Scheff's social system model.

73. Favazza, Armando. A sociodynamic model of consultation. *International Journal of Social Psychiatry*, 19(1–2):129–135, 1973.

Presents a model of sociodynamic consultation which concerns itself with the functioning of social systems and organizations within the socialization community, such as schools, churches, and mass media. The consultant, who is more an expert in the agency process than in the agency content, works as a team with a system "insider."

74. Galanter, M.; Karasu, T.B.; and Wilder, J.F. Alcohol and drug abuse consultation in the general hospital: A systems approach. *American Journal of Psychiatry*, 133(8):930–4, August 1976.

Describes a program that is directed at assuring effective treatment and referral for alcoholic and addicted patients in a general hospital. The program was developed to facilitate maximal utilization of available addiction treatment services without adding to the hospital staff. Drawing on systems theory, the authors review both a pragmatic and a conceptual basis for psychiatric intervention with paraprofessional support to provide consultation to the general medical staff who treat alcoholic and addicted patients. They stress the feasibility of altering the nature of the hospital system to achieve more effective treatment for these patients.

75. Gardner, James M., and Veno, Arthur. A community psychology approach to police training. *Professional Psychology*, 7(4):437–444, November 1976.

Suggests that the backlash effect which accompanies most innovative police-training programs is partly the result of the failure of these programs to take a community psychology conceptual view of the police in the context of the social system. The present article describes the involvement of psychologists with police in a training program that was based on a coherent general systems intervention program consistent with a model of community psychology. Participants in a workshop were 20 senior sergeants in the police department of Queensland, Australia, a community of both urban and rural areas. Average age of Ss was over 50 years, and the average term of service was 30 years. Working on the premise that previous difficulties in police programs have involved problems with the media, with police attitudes toward the psychologists and the program, and with citizen attitudes toward the police, the two psychologists who designed and conducted the workshop concentrated on these three areas of concern, using the general systems model of community psychology. Positive results are reported. Implications of the positive results for seeing community psychology as process rather than content are discussed.

76. Karasu, Toksoz B., and Hertzman, Marc. Notes on a contextual approach to medical ward consultation: The importance of social

system mythology. *International Journal of Psychiatry in Medicine*, 5(1):41–49, Winter 1974.

Proposes that the medical ward be viewed as a model of a "quasi-open community," in which a culture is transmitted from one generation of personnel to the next through a ward mythology which embodies ideals; e.g., it includes idealized roles for the nurse and doctor. Requests for psychiatric consultation often result from a partial breakdown in this mythology. Implications of this model for the consultant are discussed. Case examples illustrate the principles discussed.

77. Migenes, John R.; Siegal, Andrew W.; Porosoff, Geoffrey; and Freund, John C. "A Federally Funded Program to Reduce the Incidence of Delinquent Acts in the Syracuse, N.Y. Adolescent Population." Symposium given at the North Atlantic Regional Association for Counselor Educators and Supervisors, Kiamesha Lake, N.Y., October 7–9, 1975. (EDRS)

A multifocal pilot program is described in which the goals of primary, secondary, and tertiary prevention of delinquent acts are approached via multiple intervention strategies. The primary and secondary prevention strategies are focused on the junior high schools. All school personnel undergo training in those skills which are necessary to create a positive emotional climate at the school, as well as those skills which are necessary to screen out adolescents who are at high risk for acting out behavior. Specific differential responses are taught to the trainees which they are encouraged to implement in their work with troubled adolescents at school. Continuous onsite consultation at the school is provided to the trainees. Neuropsychological consultations are provided to schools' pupil services committees in which youngsters with learning and behavior disorders are evaluated. Training and consultation efforts are all geared toward promoting effective direct helping responses by trainees and to familiarizing trainees with other existing community diagnostic and treatment resources. Tertiary prevention efforts are focused upon refining the skills of the county's juvenile probation workers in their work with adolescents whose behavior has already brought them into contact with the courts. There is a strong emphasis on the need to evaluate clients' strengths and weaknesses, and appropriate methodologies for doing so. (abs.)

78. Mikesell, Richard H., and Barry, John R. Community psychology consultation in planning social change programs. *Catalog of Selected Documents in Pyschology*, 4:111, Fall 1974.

Presents a model for community psychology consultation which emphasizes how the consultant's skills at the theoretical and data levels can aid in more effective planning at the action level of social intervention programs. Functions which the consultant may provide are described.

79. Miller, Warren, B. Psychiatric consultation: I. A general systems approach. *Psychiatry in Medicine,* 4(2):135–145, Spring 1973.

Reviews and illustrates a number of concepts fundamental to a general systems model. The problems and issues of psychiatric consultation in the general hospital are then discussed in the light of a general systems approach. It is argued that such a model has useful applications for the consultant who typically concerns himself with multiple sources of data in his clinical tasks.

80. Miller, Warren B. Psychiatric consultation: II. Conceptual and pragmatic issues of formulation. *International Journal of Psychiatry in Medicine,* 4(3):251–271, Summer 1973.

Presents principles governing the selection and organization of data during the process of psychiatric consultation from an analysis based on a general systems model. These principles are based upon conceptual decisions implicitly made by the consultant during his clinical investigation. Three case examples are presented, reflecting the application of this approach. Additional cases focus on pragmatic issues, e.g., form of clinical presentation and duration of the problem.

81. Minard, Sally. Family systems model in organizational consultation to a day-care center. *Family Process,* 15(3):313–20, September 1976.

Presents family systems theory, adapted to organizational dynamics, as a framework for understanding the dysfunctional behavior of individuals in the context of a particular organization.

82. Nagler, Sylvain, and Cook, Patrick E. Some ideological considerations underlying a mental health consultation program to the public schools. *Community Mental Health Journal,* 9(3):244–252, Fall 1973.

Results of a year-long consultation program indicate a strong bias toward helping school personnel deal more effectively with "problem children." The limitations of the case-clinical approach in terms of potential impact are discussed, and the biases underlying this orientation are presented within a broader analysis of ideology regarding the nature of social problems and how they may be remedied.

83. Nixon, George. Systems approach to pediatric consultation. *Journal of Clinical Child Psychology*, 4(3):33–35, Fall 1975.

Argues that traditionally hospital consultation has been a case-centered transmission of information with the assumption that the task of treating the patient is paramount and the consultant comes with special skills to intervene in patient care. A systems approach allows one consultant to make an assumption that the system contains the basic resources for effective problem solving. Cases demonstrating a systems-oriented approach by illustrating boundary violation and support-system failure are presented.

84. Rhodes, William C. Principles and practices of consultation. *Professional Psychology*, 5(3):287–292, August 1974.

Proposes that consultation is a form of intervention that may occur at any of five specified levels common to all groups and systems. The organizational goals of the major consumers of consultant services (behavior regulating agencies at national and local levels) have significant impact on consultant activities. The mission of the consultee system and the orientation and personal dynamics of consultants are seen as important determinants of outcome. The consultant is a "constant student" who must keep abreast of societal and organizational developments.

85. Stolorow, Robert D. Philosophy and theory of community mental health consultation: A lecture. *Catalog of Selected Documents in Psychology*, 3:58, 1973.

Explores conceptions of mental health and illness implicit in a community mental health orientation and approaches to mental health consultation. An approach to mental health consultation is presented in which the essential focus is on assessing and improving the internal functioning of the client system as a social system.

86. Trop, Jeffrey L. Consultation to groups in conflict: Some aspects of group design. *Journal of Psychiatric Nursing and Mental Health Services*, 13(6):11–15, 1975.

Examines the experiences of a consultant working with a nursing group undergoing conflict in terms of systems theories of organization. Presents principles of consultation which apply to all groups in conflict.

See also: 34, 489, 642, 658, 776, 784, 802

TRADITIONAL MENTAL HEALTH CONSULTATION MODEL

Books

87. Plog, Stanley C., and Ahmed, Paul I. *The Principles and Techniques of Mental Health Consultation*. New York: Plenum, 1976.
Reviews mental health consultation for schools, industrial organizations, churches, and welfare agencies and offers theoretical and pragmatic techniques for operating effectively in these different settings. Theorists like Caplan and Berlin present an overview of current consultation approaches.

Articles and Periodicals

88. Berlin, Irving N. The school mental health consultant as community child advocate. In: Berlin, I.N., ed. *Advocacy for Child Mental Health*. New York, N.Y. Brunner/Mazel, 1975.
Examines the reasons why mental health professionals are reluctant to become involved with the community, in spite of acknowledgement that complaints and suggestions of students are often very relevant to solving urgent school and community problems. Obstacles to community involvement are discussed.

89. Hirschowitz, Ralph G. Mental Health consultation: The state of the art. *Psychiatric Quarterly*, 47(4):495–508, 1973.
Notes that, through consultation, mental health professionals have become links between human service agencies and have changed traditional modes of thought and practice. Six specific roles of the psychiatrist in community mental health practice are outlined, and G. Caplan's (1970) four categories of mental health consultation—client-centered case consultation, consultee-centered case consultation, program-centered administrative consultation, and consultee-centered administrative consultation—are discussed in detail. Significant aspects of the consultation process are delineated, and qualities of intelligent questioning, listening, and communication in the language of the consultee are stressed.

90. Krell, Robert; Fine, Stuart; and Stephenson, P. Susan. The psychiatrist as the vulnerable mental health consultant. *Canadian Psychiatric Association Journal*, 20(5):379–384, August 1975.
Argues that the psychiatrist who works as a consultant is made to feel vulnerable because he is not on his own ground

(in his office), he is accountable to others (those who run the agency to which he consults), he lacks knowledge of the agency, and he provides services indirectly rather than directly to patients. Also solutions elude him, and results are slow. Sound training in basic psychiatry and good supervision are prescribed as preparation for the consultative role.

91. Peterson, Carolyn L. Consultation with community care facilities. *Social Work in Health Care,* 2(2):181–191, Winter 1976-77.

Describes an innovative application of consultation to community care facilities designed to improve services to chronically mentally ill persons. A model, based on the work of G. Caplan (1970), for establishing an effective consultant-consultee relationship with administrators is described. Results include development of a climate of responsibility among the chronically mentally ill residents and more effective use of community resources.

92. Rogawski, Alexander S. The Caplanian Model. *Personnel and Guidance Journal,* 56(6):324–327, 1978.

Presents in summary form Caplan's conceptual model of mental health consultation, focusing especially on the consultee-centered approach.

93. Spielberger, Charles D. Case seminar of group mental health consultation. *Professional Psychology,* 5(3):303–308, August 1974.

Reports a 2-day per month group mental health consultation effort involving individuals from a variety of "caretaking" professions. Consultees present cases of general interest, in seminars that progress through four identifiable phases: introductory, warmup, problem-focused, and ending. The psychologist consultant services simultaneously as teacher, group leader, clinician, and facilitator. Benefits for consultees include reduced feelings of isolation and inadequacy. Although those in the field agree on the effectiveness of group consultation, the need for objective evaluation is suggested.

See also: 30, 32, 34, 37, 149, 150, 302, 312, 320, 323, 394, 428, 433, 446, 461, 645, 661, 663, 673, 723, 724, 725, 735, 737, 767.

ADDITIONAL MENTAL HEALTH CONSULTATION APPROACHES

Books

94. Colman, Arthur D., and Bexton, W. Harold. *Group Relations Reader*. Sausalito, Calif.: GREX, 1975.

Presents a collection of 21 papers covering group relations theory, methods, and applications (clinical, education and professional training, organizational consultation, and architectural design and planning).

Articles and Periodicals

95. Bennett, Virginia C. "Applied" research can be useful: An example. *Journal of School Psychology*, 14(1):67–73, Spring 1976.

An example of how a practitioner can use his research skills to help a school district evaluate one of its projects is described. The practitioner is advised to become involved in "action" research expanding the psychologist's role to that of a consultant to administrators, teachers, and parents.

96. Berte, Neal R., and O'Neil, Edward H. Old and new models of service. *New Directions for Higher Education No. 18 (Redefining Service, Research, and Teaching)*. 5(2):17–21, Summer 1977.

The traditional model of academic service through faculty expertise and consultation is being supplemented by "service-learning" that focuses on students. Benefits of this new model are discussed. (abs.)

97. Brown, Tallon H. You're okay; we're all okay: How transactional analysis solved "people problems" in a group practice. *Group Practice*, 25(4):24–26, 1976.

Describes the methods, primarily transactional analysis techniques, used by a consultant psychologist in resolving the personnel problems in a group medical practice.

98. Buckland, Clare M. An educational model of family consultation. *Journal of Marriage and Family Counseling*. 3(3):49–56, 1977.

Presents an educational model of family consultation designed to identify individual and family strengths as well as maladaptive behaviors, and to teach communication skills for movement from a relatively closed to a more open family system.

This approach to working with families under stress recognizes the family as a system interacting via communication patterns among its own members and within a larger context of peers, neighbors, school, work and community agencies.

99. Chesler, Mark A.; Bryant, Bunyan; and Crowfoot, James E. Consultation in schools: Inevitable conflict, partisanship, and advocacy. *Professional Psychology,* 7(4):637–645, 1976.

Discusses the phenomena of conflict in schools and society and implications for understanding the school and generating strategies for school consultation. The role a consultant may play in a given conflict situation is activist, advocate, or mediator.

100. Davis, J. Kent. Systematic use of data in human service settings. *Professional Psychology,* 7(2):147–152, May 1976.

In an agency committed to program evaluation, clinical psychologist-researchers function as consultants in developing routine assessment procedures useful for individual treatment planning, administrative decisionmaking, and treatment-related research. A model which can be used in any human service setting is proposed. Essential elements include administrative commitment, adequate staffing, appropriate organization, routine assessment, and provision for prompt feedback of information useful for decisionmaking.

101. Eiseman, Jeffrey W. A third-party consultation model for resolving recurring conflicts collaboratively. *Journal of Applied Behavioral Science,* 13(3):303–314, 1977.

Explains what makes a conflict-handling procedure collaborative, describes two versions of a third-party consultation model, and comments on the circumstances which justify their use.

102. Fisher, Ronald J. Third-party consultation: A skill for professional psychologists in community practice. *Professional Psychology,* 7(3):344–351, 1976.

This article (1) presents a previously developed model of third-party consultation designed to improve social relationships and resolve social conflict; (2) illustrates the model by describing applications in an open community setting, a social service agency, and an educational institution; and (3) suggests a training background for third-party consultants.

103. Forman, Susan G. A Rational-Emotive Therapy approach to consultation. *Psychology in the Schools,* 15(3):400–405, 1978.

Discusses the application of Rational-Emotive Therapy in the practice of consultee-centered consultation. The consultant's task is to identify those irrational beliefs which are impeding consultee job effectiveness and to help modify these beliefs. Several common consultation problems and techniques for their management are presented.

104. Gustafson, James P. The pseudomutual small group or institution. *Human Relations,* 29(10):989–997, October 1976.

Describes a mode for defense of the status quo in a small group or institution (i.e., the blurring of the awareness of critical boundaries, including those boundaries of external relations with other groups, internal disagreement, language distinctions, the role of the leader, and the individuality of group members). The systematic use of these defenses, previously described by L. C. Wynne et al. (see PA, Vol. 33:8818) in relation to family dynamics and summarized by the term "pseudomutuality," is described here in relation to public small groups and institutions. The findings of Wynne et al., R.D. Laing, and D.G. Cooper (1964), R.D. Laing (1967), and G. Orwell (1946) concerning different aspects of pseudomutuality are reviewed. A case study of systematic use of the entire model of pseudomutuality from an intergroup exercise of a group relations conference is presented. Effective consultation to small groups or institutions which use these defenses must proceed by clarifying the critical boundaries that are being actively obscured. This clarification is more likely to be sought by a consultant who is aware of the systematic possibilities of this mode of defense and thus knows what to look for. The difficulties of the group member and the consultant are discussed.

105. Hover, Dorothea. Mental health consultation with public health nurses, using transactional analysis as a tool. *Journal of Psychiatric Nursing and Mental Health Services,* 14(6):15–19, 1976.

Transactional analysis (TA) as a basis for learning in mental health consultation was evaluated as a tool in the public health nursing process. TA was considered helpful by the nurses in developing self-awareness which resulted in beneficial change in the nurse's approach to the client.

106. Jackson, Richard J., and Honke, Arthur. The Art of Research Consulting. *College Student Journal,* 11(1):74–75, Spring 1977.

Research consultants are serving educational institutions. Functions of the research consultant are detailed in a contractual agreement, and duties are understood by all. Increasingly less clear appears to be the role of this consultant as he interacts with project personnel. Ten principles are advanced as guides to successful research consulting. (abs.)

107. King, H.E., and Hanin, Israel. On the uses of research consultation. *Psychiatric Communications,* 16:15–18, April 1975.

Discusses the purposes and general philosophy of the Program in Research Consultation at the Western Psychiatric Institute and Clinic. Both the consultant and the consultee are warned against certain attitudes and approaches that are irrelevant and must be cleared away before consultation can be effective. The consultant should not be regarded as an adversary or an evaluator but as an experienced professional listener who will do everything possible to grasp the researcher's idea and help carry it through. However, the researcher's plan should be formulated and organized before consultation. The direct benefits that may stem from successful consultation include defining operational procedures, determining appropriate controls, testing the sensitivity of the research design, and prior planning of every essential step of the experiment.

108. McWhirter, J. Jeffries, and Kincaid, Marylou. Family Group Consultation: Adjunct to a parent program. *Journal of Family Counseling,* 2(1):45-48, Spring 1974.

Presents a description of Family Group Consultation and its application to a parent program. Discusses structure, issues, and value of the model. (abs.)

109. Napier, Augustus Y. The consultation-demonstration interview. *Family Process,* 15(4):419–426, 1976.

Discusses the advantages and disadvantages of the consultation/demonstration interview, in which a family is interviewed before a workshop. Common pitfalls in the organization and planning of the interview are explored, and a number of specific recommendations are made.

110. Neely, George. Evaluation of the consultation process in schools. *Professional Psychology,* 5(3):299–302, 1974.

Describes the work of the Educational Change Team, which employs a multiparty advocacy style of consultation with the goal of eliminating repression of youth and institutional racism. Argues that students and minority people should and will evaluate the work of the team.

111. Ryan, William P. A menu for teacher workshops. *Psychology in the Schools,* 11(4):430–433, October 1974.

Author discusses employing knowledge of group dynamics in conducting a series of sessions with teachers focused around the interaction of teacher and child in the classroom. It is a method of reaching more youngsters and presents the psychologist with an opportunity to use skills for which he is uniquely trained. (abs.)

112. Schulman, Brian M. Group process: Adjunct in liaison consultation psychiatry. *International Journal of Psychiatry in Medicine*, 6(4):489–499, 1975.

Describes a 3rd-year resident's year as psychiatric consultant to a 28-bed medical ward, especially the implementation of a weekly meeting of nursing and social service staff as a component in the structure of an effective liaison service. Three case histories are presented to document the efficacy of group process as a teaching and therapeutic modality. By encouraging the verbalization of cogent feelings and anxieties in a weekly group meeting, members developed a sense of mutual trust and openness. In an atmosphere conducive to promoting clarification, understanding, and insight, the group members increased their self-awareness of the psychological aspects of physical disease and the effect of their own emotions on the interpersonal process of patient care.

113. See, Joel J., and Mustian, R. David. The emerging role of sociological consultation in the field of community mental health. *Community Mental Health Journal*, 12(3):267–274, Fall 1976.

Sociological services relative to the comprehensive community mental health centers, other mental health agencies, and lay and professional persons concerned with mental health are described, and potential contributions of the sociologist to the mental health movement are elucidated. Several problems related to the emergence of the sociologist as consultant are described, the most important of which involve difficulties associated with role delineation.

114. Vaughan, Warren T., Jr., Huntington, Dorothy S.; Samuels, Thomas E.; Bilmes, Murray; and Shapiro, Marvin I. Family mental health maintenance: A new approach to primary prevention. *Hospital and Community Psychiatry*, 26(8):503–508, 1975.

Describes an approach to primary prevention in which indirect services are redefined to include community services aimed at promoting mental health and preventing emotional and mental disorders, including consultation and education.

115. **Wax, Douglas E. A collaborative-interactive model for mental health consultation: Teacher inservice education by psychiatric clinicians. *Child Psychiatry and Human Development*, 5(2):78–88, Winter, 1974.**

Presents a consultation model, based on a didactic use of humanistic psychology, in which educator and clinician collaborate in seeking answers to questions raised by current examples from the teachers' classroom experience. Excerpts from a 4-year program, and data regarding effectiveness are given.

***See also:* 386, 686, 689.**

Mental Health Consultants by Fields of Practice

This section includes 178 entries which focus on roles and functions of mental health consultants within a particular field of practice. Ten fields of practice are represented in the recent literature, including: business and management; community mental health centers; counseling; education; medicine; nursing; psychiatry; psychology; religion; and social work. A small number of publications which are not relevant to these categories are included in a section on additional mental health consultants.

Although the majority of this literature pertains to a specific field of practice, publications included in this section do reflect three general themes. One portion discusses roles and functions of consultants in terms of particular settings, client systems, or aspects of the consultation process. This literature represents those fields of practice which historically have adopted a consultative role, have developed consultation as an indirect service, and have focused on mental health as a valid intervention goal. A second portion includes literature which introduces consultation as a useful and needed professional strategy, both from the perspective of providing adequate service, and more importantly from the perspective of growth and development within particular fields of practice. Professionals from these disciplines traditionally have acted in the role of consultee and only recently have adopted the role of mental health consultant. A final portion of this literature tends to be extremely setting specific and often only secondarily relates to mental health consultation, per se. This literature represents those fields of practice which previously have developed consultation as a useful strategy in the achievement of organizational goals, but which have come to view mental health as a valid goal for intervention.

In general, literature included in this section suggests that the group of individuals acting as mental health consultants continues to expand in terms of the represented fields of practice and that roles and functions are developed primarily in terms of the specific field of practice. However, several publications suggest a trend toward interdisciplinary conceptualization. This trend is reflected in the growing body of literature which refers to a mental health consultant in general, as well as literature which refers to certain issues related to mental health consultation, such as integration of mental health needs within the rubric of health needs in general and collaboration among service providers to serve comprehensive needs adequately.

BUSINESS AND MANAGEMENT

Books

116. Fuchs, Jerome H. *Management Consultants in Action*. New York: Hawthorn Books, 1975.

Presents the personal experiences of a management consultant on assignments covering a wide range of typical business problems.

117. Guttman, Daniel, and Willner, Barry. *The Shadow Government: The Government's Multi-Billion Dollar Give-Away of Its Decision-making Powers to Private Management Consultants, "Experts," and Think Tanks*. New York: Pantheon Books, 1976.

Discusses the growth of an invisible bureaucracy of private corporations whose services are contracted for by the official bureaucracy.

118. Hunt, Alfred. *The Management Consultant*. New York: Ronald Press, 1977.

Traces the origin and growth of management consulting and describes the types of services provided, the practitioners who provide them, and clients who receive them. Also included are chapters on selecting clients, selecting consultants, consulting and executive search procedures, and the personal and professional characteristics of a good consulting staff.

Articles and Periodicals

119. Brockhaus, William L. Prospects for malpractice suits in the business consulting profession. *The Journal of Business*, 50(1):70–75, January 1977.

Notes a trend in society to fix responsibility more rigorously upon the "experts" upon which the society has grown increasingly dependent. Recently business and management consultants have begun to feel the same malpractice pressures.

120. Dratler, Louis H. New frontier for consultants? *Management Adviser*, 10(2):43–48, 1973.

Presents topics raised by 300 professionals at the second annual North American Conference of Management Consultants, including new consulting demands, government contracts, and personnel problems.

121. Love, Sydney F. Resource allocation by the Delphi decision process. *Optimum*, 6(1):39–48, 1975.

Presents a case report of the successful use of the Delphi method in allocating $5 million among government agencies in Canada.

122. Mittenthal, Richard A., and Mahoney, Brooke W. Getting management help to the nonprofit sector. *Harvard Business Review*, 55(5):95–103, September/October 1977.

Describes the work done by the Volunteer Urban Consulting Group in providing expert help to expanding nonprofit organizations from the managerial ranks of the New York City business community and explores the potential of this model for other localities.

123. Nelson, Carl W. Management consultants in non-profit organization: A survey, discussion, and recommendations. *Business Perspectives*, 9(3):12–15, 1973.

Reports the findings of a recent study of the growing role that management consultants are playing in nonprofit organizations.

124. Nissley, Harold R. I gave up a good salaried job at the age of 50 and became a consultant. *Industrial Management*, 18(5):4–10, September/October 1976.

Gives details on how the author jumped into a private consulting practice 24 years ago without a single client.

125. Tremlett, L.R. A consultant's view of industrial training and his role in it. *Canadian Training Methods*, 6(4):14–16, 31, December 1973.

Industry assumes the role of final trainer for the entry worker whose training is incomplete. Diagnostic testing and orientation are helpful to in-industry training. Consultants can help by building up or supporting training programs through their special expertise. (abs.)

See also: 64, 450, 473, 543, 545, 548, 623, 631, 729, 781, 838, 840, 846.

COMMUNITY MENTAL HEALTH CENTERS

Articles and Periodicals

126. Adams, Paul L. Children and paraservices of the community mental health centers. *Journal of the American Academy of Child Psychiatry*, 14(1):18–31, Winter 1975.

The "paraservice" ideology is discussed as central to the failure of community mental health centers to meet the needs of children. This ideology includes an emphasis on indirect service (e.g., consultation and education), delivery of service irrespective of skill, concentration on adults (i.e., direct service to parent instead of child), and lack of substantial evaluation of programs. (abs.)

127. Borus, Jonathan F.; Janowitch, Lawrence A.; Kieffer, Francis; Morrill, Richard G.; Reich, Lee; Simone, Edward; and Towle, Lila. The coordination of mental health services at the neighborhood level. *American Journal of Psychiatry*, 132(11):1177–1181, 1975.

Describes four organizational models of neighborhood mental health programs: joint endeavor model, consultative model, autonomous neighborhood health center model, and community mental health outpost model.

128. Cherniss, Cary. Creating new consultation programs in community mental health centers: Analysis of a case study. *Community Mental Health Journal*, 13(2):133–141, 1977.

Summarizes the history and institutional context of a program of group consultation, initiated in a community mental health center, to public school teachers. A number of issues that seemed instrumental in the program's demise are presented, as are several recommendations. The analysis suggests that the institutional dynamics of community mental health centers are obstacles and that a new, autonomous institution for preventive intervention is needed.

129. Fishman, Michael. The community mental health and children. In: *Scientific Proceedings in Summary Form: 128th Annual Meeting of the American Psychological Association*. Washington, D.C.: APA., 1975.

Reviews issues related to the provision of children's services at Federal community mental health centers. Provisions that would make available funding specifically for consultation and education could facilitate efforts geared to comprehensiveness and prevention.

130. MacLennan, Beryce W.; Quinn, Robert D.; and Schroeder, Dorothy. The scope of community mental health consultation. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation*. Adelphi, Md.; Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 3–24.

Describes the scope of community mental health consultation, discusses key issues and needs of the program, and delineates aspects of the consultant's role. The activities of the consultant are divided into two broad categories: program consultation, and human relations and case consultation. Questions concerning the training, selection, payment, and evaluation of consultants are also discussed.

131. Muhlberger, Esther U. Collaboration for mental health. *Social Work*, 20(6):445–447, 1975.

Reports implementation of a collaborative approach (including collaborative techniques) by a small community mental health center in a rural area. Results suggest collaboration is a more feasible goal than consultation for small centers in both rural and urban settings.

132. National Institute of Mental Health. *Mental Health Consultation to the Schools: Directions for the Future*. Proceedings of a Conference on School Consultation, San Diego, Calif., March 15–16, 1973. Springfield, Va.: National Technical Information Service.

These are the speeches and the results of the Conference on School Consultation. The conference had four primary purposes: (1) provide an opportunity for mental health professionals to focus on an important area of services which has previously been overlooked by most CMHCs; (2) provide the opportunity for mutual discussion and development of new and creative ideas related to mental health consultation in the schools, including ideas leading to the development of new and important research; (3) promulgate useful techniques or approaches and general knowledge about how successful school consultation programs operate; and (4) create an interest among mental health professionals about the effective uses of consultation in the schools, leading to the development of new programs at CMHCs throughout the country. (abs.)

133. Passons, William R. Community mental health consultants in schools. *School Counselor*, 23(4):275–280, March 1976.

The role of community mental health consultants in schools is discussed. Consultants can provide feedback to administrators and teachers about changes in school programs; can consult with counselors about problem students; and can help parents to understand better the problems of their children. (abs.)

134. Pyle, Robert R. Mental health consultation: Helping teachers help themselves. *Professional Psychology*, 8(2):192–198, May 1977.

There has been a growing awareness among mental health professionals that traditional practices have been ineffective in addressing contemporary human problems, as well as meeting the spiraling demands for service. The institution of systematic consultative services to public school faculties by community mental health professionals is an attempt at resolving this issue. One recurring difficulty, however, in facilitating the development of such a relationship has been the lack of workable models of consultation tailored to fit such systems. The Douglas County Mental Health Center (Superior, Wis.) has developed a particularly functional approach to the delivery of consultation services to public school faculties. In the implementation of this strategy, the consultant encourages active participation by the client in the problem-solving process, self-assessment, and self-initiated behavior change. The present article describes the consultation base, entry, and operational concerns that require present attention in such a model.

135. Robitalle-Martin, Monique. An answer to the problem of district psychiatric care in an urban environment. *Canada's Mental Health* (Ottawa), 23(4):3–4, 1975.

Presents observations from 3-years experience at the Montreal Community Mental Health Centre, which strives to provide adequate treatment for the residents of a downtown district for whom traditional approaches had been inadequate. The staff includes consulting therapists and an interhospital consultation service.

136. Teal, S.E., and Spensley, J. A catchment area approach to school consultation. *Exchange,* 2(4):10–13, 1974.

Describes the development, structure, and implementation of the school consultation program of the North Catchment Area Mental Health Team of Sacramento County. A number of illustrative case vignettes are also included.

137. Townsel, Lee E.; Irving, John; and Strupp, Hans H. Mobile consultation: An integrative approach to mental health service to children. *Social Work in Health Care,* 1(1):81–92, Fall 1975.

Describes the development of a consultation and education service in an inner-city catchment area. The service pattern is integrated with a direct-service component and is implemented along a structural design incorporating a multidisciplinary mobile team responsive to variegated "consultation" requests from a dense population area with many first line service providers of independent or insulated character. Satellite locations exist in specific neighborhoods to provide contact foci.

138. Werner, John L. Community mental health consultation with agencies. *Personnel and Guidance Journal*, 56(6):364–368, 1978.

Discussed factors contributing to the rationale for doing consultation with community agencies, levels of consultation intervention, and two sequences for ordering consultation events. The community mental health consultation model is illustrated through a description of a consultation project undertaken by the author's community mental health center.

See also: 4, 11, 12, 22, 23, 65, 66, 89, 113, 142, 148, 202, 257, 269, 310, 377, 413, 423, 428, 430, 431, 457, 472, 480, 517, 524, 537, 593, 594, 595, 596, 604, 607, 611, 618, 640, 660, 685, 721, 753, 759, 760, 827, 859, 869, 870, 876.

COUNSELING

Books

139. Carson, Jon; Splete, Howard; and Kern, Roy. *The Consulting Process*. Washington, D.C.: American Personnel and Guidance Association, 1975.

This collection of 47 reprints focuses on the role of counselors and other pupil personnel workers as consultants. Chapters cover the rationale and theory of consultation, the process and practice of consultation, research on the functions and effectiveness of the counselor acting as consultant, strategies which facilitate systemic change, the active involvement of the consultant with respect to the classroom and the curriculum, and the importance of working with both teachers and families of school-age children.

Articles and Periodicals

140. Aubrey, Roger F. Consultation, school interventions, and the elementary counselor. *Personnel and Guidance Journal*, 56(6):351–354, 1978.

Discusses the use of consultation by elementary counselors and examines the role of the consultant as a process and content helper to clarify differences between these approaches. The impact of Public Law 94-142, Education for All Handicapped Children Act, on consulting practice is considered.

141. Axford, B. Marion. The elementary school counselor-consultant and the family. *School Guidance Worker*, 33(2):36–42, November 1977.

States the need for school counselors to focus in on consulting with parents and presents the author's successful efforts with parenting groups. (abs.)

142. Banikiotes, Paul G. A preventive approach to mental health in the schools. *Counseling and Values,* 17(2):112–117, Winter 1973.

The school appears to be an ideal place for applying a preventive approach to mental health. The emerging role of the school counselor-consultant offers some hope for systemwide impact. Coordination with community mental health services would further strengthen the consultant's role in the school. (abs.)

143. Carlson, Jon, and Jarman, Maureen C. Parent consulting: Developing power bases and helping people. *Psychology in the Schools,* 12(3):358–364, July 1975.

Considers that school counselors can create power bases and have a significant impact upon the surrounding community through work with parents. A three-step program is presented along with supplemental practical activities for consultants to use in working with parents.

144. Conoley, Coleen, and Moore, Betty J. "The Counselor as Consultant to Teachers: Improving Communication Through Role Playing." Paper presented to the Annual Convention of the Texas Personnel and Guidance Association Brownsville, Tex., October 8–11, 1975. (EDRS)

This study gives counselors some "cook-book" instructions in techniques of working with groups of teachers to give the latter explicit and detailed instructions for the use of role playing with their students. Role playing is described as a minimally threatening and maximally familiar way to increase students' understanding and acceptance of the behavior of other people. The reader is given step-by-step directions on how to build the confidence and support of teachers regarding their use of role playing which may be introduced first as a technique of teaching subject matter or career education. The next step suggested is teacher participation in role playing of social situations or problems in their own day-to-day lives. The technique of role reversal is recommended. Finally, the practice of role playing as a source of insight and sensitivity to the feelings of self and others is described. Significant questions are suggested for consideration. The appendix includes samples of role-playing situations which the counselor or teachers may want to use. (abs.)

145. Conyne, Robert K., and Clack, R. James. The consultation intervention model: Directions for action. *College Student Personnel,* 16(5):413–417, September 1975.

Describes a three-dimensional consultation intervention model to illustrate the potential for broad-based counselor impact within a university campus community. Based upon community mental health principles, consultation is described as a complex but efficient function whereby counselors may maximize the scope of their interventions.

146. Dent, Marie W. Consulting with teachers via the guidance team. *Personnel and Guidance Journal,* 52(10):685–688, June 1974.

Describes how one middle school organized for better guidance services by developing a team of 12 teachers and two counselors, with each teacher required to spend some specified time in guidance department working with students and counselors. Eventually, the team became a catalyst for better teacher communication. (abs.)

147. Eardley, Ben. The emerging role of the school counsellor-teacher, trainer and innovator. *School Guidance Worker,* 31(6):28–31, July 1976.

This article describes ways the counselor can extend his/her effectiveness by involving other staff in counseling activities. The author conceives of a counselor who is essentially a teacher trainer and innovator. (abs.)

148. Greer, Richard M. A cooperative effort: That's the key. *School Counselor,* 23(5):362–364, May 1976.

Counselors are the mental health specialists in the schools, according to the author. As such, they should call upon the community's mental health services in an effort to provide better school services through a cooperative effort. (abs.)

149. Hagens, Loyce. Consultation and counseling: The case of Mrs. Cook. *Elementary School Guidance and Counseling,* 7(4):300-304, May 1973.

Educators are aware that personal problems of a faculty member can interfere with effective performance. The purpose of presenting this particular type of case is to enable the reader to understand how a distinction can be made between commitment to counseling a faculty member about personal problems and acting as a consultant to a particular faculty member. (abs.)

150. Hagens, Loyce McG. Consultation and counseling: The case of Mrs. Applewhite. *Elementary School Guidance and Counseling,* 8(1):64–67, October 1973.

The column editor describes her role as a guidance consultant, wherein she consulted with teachers about pupils whom she never saw. She recounts the case of Mrs. Applewhite, a teacher bewildered by a child in her class who exhibited socially unacceptable behavior. The consultant supported her plans to deal with it. (abs.)

151. Holahan, Charles J. Consultation in Environmental Psychology: A case study of a new counseling role. *Journal of Counseling Psychology*, 24(3):251–254, May 1977.

This paper discusses a case study of consultation to evaluate the psychological impact of design changes in the communal dining area of a high-rise dormitory. Results indicated design changes were highly successful in terms of improving the opportunity for social contact, increasing privacy, and diminishing the overall institutional appearance. (abs.)

152. Kitchener, Karen G., and Hurst, James C. Faculty consultation: An emerging role for the counseling psychologist. *Journal of Counseling Psychology*, 21(2):127–132, March 1974.

Considers that a recent trend for counseling psychologists working in higher education settings has been an increasing repertoire of effective therapeutic interventions. The traditional role of one-to-one and small group intervention is being expanded to include associational group and institutional and community intervention. Consultation with college and university faculty is one expression of this emerging role. In response to requests from faculty members, a university counseling center staff developed a training procedure designed to help students acquire the skills needed to interact productively in small groups with the purpose of learning academic material. The history, theoretical basis, and operations of this program, entitled "Education Through Student Interaction," is described. The emphasis was later changed to teach faculty how to train their students by means of this procedure. The extensive use of paraprofessionals and student assistants added to the effectiveness of the consultation program.

153. Kuzniar, Joseph. Teacher consultation: A case study. *Personnel and Guidance Journal*, 52(2):108–111, October 1973.

A case study is presented through which a counselor in the role of teacher consultant shares guidelines, methods, and procedures that facilitated change in the classroom behavior of an elementary school teacher. The methods were based on the contingency management principles of positive consequences and the sequential steps of behavioral control from punishment to manipulation of positive consequences. (abs.)

154. Lanning, Wayne. An expanded view of consultation for college and university counseling centers. *Journal of College Student Personnel*, 15(3):171–176, May 1974.

Presents an approach to consultation which views counseling center personnel as more than just caregivers within a university community and suggests that its personnel should also contribute to academic schools and departments and administrative and other service units. Elements of the expanded consultation model are presented and discussed. (abs.)

155. Leard, Hugh, M. The elementary counselor and discipline. *Canadian Counselor*, 8(2):126–136, April 1974.

Discusses the elementary school counselor's role as consultant to teachers whose students have behavioral problems. The question of discipline is discussed in terms of aspects of school functioning, teacher behavior as it pertains to classroom management, and individual psychology. Techniques are suggested for dealing with problem behaviors.

156. Macaluso, Lila. Case analysis: Consultation and counseling. *Elementary School Guidance and Counseling*, 10(3):218–221, 1976.

Presents a case involving a disruptive elementary school student to illustrate how the counselor uses the school, home, and referral agency to develop a plan of action for helping the child.

157. Mayo, Judy. Case analysis: Consultation with teachers. *Elementary School Guidance and Counseling*, 11(2):124–130, 1976.

Describes a 5-week workshop for teachers developed by two counselor educators. The objective was to reduce the credibility gap between counselors and teachers, focusing on communication training and a basic introduction to group dynamics.

158. Myrick, Robert D. *Consultation as a Counselor Intervention*. National Institute of Education (DHEW), 1977. (EDRS)

This monograph provides answers to various questions concerning the role of consultant for the counselor. The author argues strongly for a systematic, carefully planned approach and provides a step-by-step description of the consultation process. Taped interviews are included to give a more vivid picture of the process at work. Discussed also are such areas as individual and group consultation, teacher consultation, including a full plan for inservice training workshop, parent consultation, research and theory in consultation, and a brief mention of some traps into which the inexperienced would-be consultant may fall. (abs.)

159. Ruben, Ann G. Will counselors ever be consultants? *School Counselor*, 21(5):376–378, May 1974.

Claiming that the current counselor role is not working, the author suggests that counselor educators train counselors to serve as consultants in order to provide direct help for parents, teachers, children, and administrators and to solidify their own positions in the schools. (abs.)

160. Shaevitz, Morton H. An innovative model for counseling services on a university campus. *Journal of the American College Health Association*, 21(3):244–246, February 1973.

Article cites four areas of consultant activities for university counseling services designed to offer students a greater opportunity for their psychological well-being. (abs.)

161. Shelton, Judith E., and Dobson, Russell L. FICS: An expanded view of counselor consultation. *Elementary School Guidance and Counseling*, 7(3):210–215, March 1973.

Describes the components and goals of the family involvement communication system, a model for encouraging parent participation in elementary school guidance programs and enhancing relations between parents, teachers, administrators, and counselors.

162. Simons, Hal, and Davies, Don. The counsellor as consultant in the development of the teacher-advisor concept in guidance. *Canadian Counselor*, 7(1):27–39, January 1973.

Suggests that (a) long-recommended counselor-student ratios in the vicinity of 300:1 are not likely to materialize in the near future and that (b) it is the responsibility of practicing counselors to devise an approach which will best use existing resources to provide more than an "adequate" service to students. The use of teachers, administrators, and community agencies in an overall guidance program for a particular school is envisioned. Use of this innovation has been coined as the "teacher-advisor concept." The central consideration of this proposal is to view student orientation as the primary goal and subject orientation as the secondary goal (i.e., teachers must realize that the student as an individual is more important than "covering the course"). Most students, during their school career, have concerns which to them are of a major or minor nature. At these times, they want and need someone to whom they can talk on a personal and confidential basis. If a friendly and concerned (or interested) relationship can be developed between each student and one of his teachers (a "teacher-advisor"), many of these concerns can be handled without directly involving a counselor. Any situations that the teacher-advisor thinks he cannot comfortably or adequately handle could then be referred to a counselor.

See also: 26, 28, 29, 36, 37, 39, 40, 43, 47, 48, 50, 54, 60, 61, 62, 341, 364, 368, 372, 483, 488, 492, 496, 508, 518, 519, 533, 583, 600, 632, 638, 652, 664, 668, 679, 680, 691, 699, 705, 708, 726, 755, 764, 767, 778, 799, 808, 833, 836, 872, 882.

EDUCATION

Dissertations

163. Rubino, Thomas Jerome, Jr. "A Learning Consultant Model: The Conceptualization for the Development and Implementation of a Professional Role." Unpublished doctoral dissertion. Fairleigh Dickinson University, 1975.

A professional role for a learning consultant was developed and a rationale for the implementation of this educational specialist concept formulated. Major emphasis is on an instructional leadership role for the consultant through providing consultation and inservice education for teachers. The approach attempts to transfer successful evaluation and instructional techniques to teachers.

Articles and Periodicals

164. Alberty, Beth, and Dropkin, Ruth, eds. *The Open Education Advisor*. New York: Workshop Center for Open Education, City College, City University of New York, 1975. (EDRS)

This booklet describes the work of the City College Advisory Service to Open Corridors, a New York City public school program committed to changing schools in ways that will better support children's own spontaneous patterns of learning. In part 1 of the booklet, the advisors describe how they proceeded to educate themselves for the advisory role they undertook and how they worked with teachers, children, administration, parents, and the community. The facts and figures of the advisors' efforts in a single district are reported in part 2. The information for this part was taken from the memos and logs submitted to the Director of the Advisory Service. In part 3, the spread of

Open Corridors' philosophy and expertise through former advisors who have gone to new assignments is described. The future of the advisory role is discussed in part 4. (abs.)

165. Anderson, G. Lester. "Center for the Study of Higher Education: A Consultant in Residence Role?" Paper presented at the Annual Meeting of the Association of Professors of Higher Education, Chicago, Ill., March 10, 1974. (EDRS)

This discussion paper illustrates some of the implications of service functions through reference to the historical development of one group of professors of higher education organized within a center, apart from, yet in cooperation with, a department of higher education—a group of professors that provides specific service to the institution in which it is located. (abs.)

166. Austin Independent School District, Texas. *Helping Teacher Program*. Washington, D.C.: Office of Education (DHEW), 1976. (EDRS)

Described is a program in which two special education teachers from the Austin Early Childhood Special Education Program served as helping teachers with mildly handicapped kindergarten and first grade children in regular classes. It is explained that the goals of these helping teachers were to identify children with learning and/or behavior problems and to provide direct services to them and to their teachers. Noted are the types of assessments made, and touched upon are other activities, including coordinating services for students and disseminating a monthly newsletter. More than half of the document is devoted to nine appendixes, including sample referral and lesson plan forms. (abs).

167. Bauer, Hanna. The resource teacher: A teacher consultant. *Academic Therapy*, 10(3):299–304, Spring 1976.

Argues that the current focus on returning special education students to regular classes has created a new teacher specialist—the resource teacher whose responsibilities include designing special types of activities for these new students. The concept of consultation process is related to this new teacher role, and various suggestions for the adaptation of both teachers and students to this new role are presented.

168. California State Postsecondary Education Commission. Educational Brokering in California. I. An Introductory Report and II. Proceedings of the Conference, "The Role of Non-accredited Contracting Agencies in California Postsecondary Education." Conference held in Los Angeles, Calif., May 6, 1977. (EDRS)

One of a series of reports on lifelong learning in California, this report reviews the concept of educational brokering and presents the proceedings of the 1977 conference, "The Role of Nonaccredited Contracting Agencies in California Postsecondary Education." An educational broker is an organization or an individual serving, for a fee, as an agent of one or more degree-granting institutions. Services provided may include student or faculty recruitment, records processing, program development, or program and faculty review. Four basic elements are described that have contributed to the development of educational brokering: general societal factors, characteristics of the educational climate, institutional factors, and the profit motive. The status of educational brokering in California is reviewed, along with its future outlook and the policy issues it raises. Among the appendixes are a broker questionnaire, institutional questionnaire, list of educational brokers, agent permits, and a list of out-of-State institutions operating in California. (abs.)

169. Carroll, Andrea; and others. *The Secondary Resource Specialist in California: Promising Practices*. Los Angeles, Calif.: Regional Resource Center, University of Southern California, October 1976. (EDRS)

The volume presents an overview of the Secondary Resources Specialist Program for mildly and moderately handicapped students in California and reviews the most promising aspects of the program, directions in which the program appears to be headed, and some ideas on facilitating program growth and change. Included are five chapters with the following titles and authors: "Structure and Management" (M. Stem), "Establishing Communication Links" (G. Gurski), "Assessment and Instructional Planning" (A. Carroll), "Curriculum Approaches" (M. Male), and "Inservice Training" (G. Gurski). The bulk of the document consists of the following appendixes: a listing of names and addresses of 10 master plan agencies in California; descriptive profiles of secondary resource programs; a listing of the recommendations from the RISE (Reform of Intermediate and Secondary Education) report; a listing of tests in the areas of general achievement, reading, math, and vocations; annotations of instructional materials resources in a variety of subject areas; and professional references such as job descriptions, testing guidelines, and guidelines for staff training. (abs.)

170. Centre for Learning and Development. *McGill University Annual Report 1974–1975*. Montreal, Quebec: Center for Learning and Development, McGill University, 1975. (EDRS)

The Center for Learning and Development (CLD) at McGill University offers services and support to faculty in matters of course design, development, and evaluation. It serves as a resource center providing literature, consultations, and workshops on new developments in educational theory. CLD members research contemporary issues in education, and they serve as liaison agents to universities doing similar research. This annual report summarizes the research, publications, course designs, workshops, and special projects that were undertaken by the CLD during the 1974–1975 school year. (abs.)

171. Cilley, Earl G.L. "Faculty Consulting: Issues in Academic Policy Development." Presented at the 2nd Annual Academic Planning Conference, Los Angeles, Calif., Jan. 19–21, 1977. (EDRS)

A private university's experiences and policies toward outside consulting by faculty members are discussed in this speech in hopes that they can be applied to both public and private institutions. Until recently, most institutions have offered only brief but adequate statements as guidelines, but faculty members increasingly are being sought for advice. From an institutional policy point of view, the difficulty lies in the application of a simple and general formulation in particular instances. Suggestions are offered for developing guidelines in order to reduce the difficulties posed by occasional instances of apparent excess consulting and to clarify the basic set of understandings that are the foundation for the relationship of faculty members to the institution. (abs.)

172. Clark, Carolyn. "Implementing Change in School Districts: A Description of the Role, Training, and Field Impact of the RBS Field Consultant." Paper presented at the 59th American Educational Research Association Annual Meeting, Chicago, Ill., Apr. 15–19, 1974. (EDRS)

This paper describes the role, training, and impact of the Research for Better Schools Field Consultants who operated in the network of school districts during 1972–1973. The role model used was a modification of several interventionist/change models from the literature on change. Inasmuch as a change agent's role is to facilitate organizational change through assistance with problem solving, decisionmaking, and decision implementation, the Field Consultant performed a linkage role between research and development and product users, providing training and technical assistance in product implementation and diffusion. The training of the Field Consultant was designed to develop competencies in establishing and maintaining working relationships with clients, training teachers and administrators, effectively diagnosing and prescribing for difficulties of implementation, and studying change-related phenomena. The impact of the consultant role was measured by feedback from clients and by studies conducted on problems related to implementation of innovations. A short list of references is included. (abs.)

173. Croley, H.T. Role of international advisors. *Health Education Monograph*, 3(4):362–371, 1975.

Consultation, collaboration, and direct services are described and distinguished as three different roles which advisors play. Drawn from the author's field experience, factors affecting the success of each role are presented. Consultation is further classified as expert, resource, or process, and certain advisory problems are discussed.

174. Feinstein, Otto, and Musial, John J. *The Detroit Consortium: A Model for City/University Collaboration on Urban Concerns.* Detroit, Mich.: Center for Urban Studies, Wayne State University, 1977. (EDRS)

Results are reported of a NSF grant awarded to Wayne State University in 1976 for support of the project entitled "University-Community Consortium." The project included (1) identification of 16 problem areas by the city for which they wanted policy option papers from the consortium; (2) a three-part survey of city-related academic efforts as seen by analysis of Wayne State University-City of Detroit activities, University of Michigan City of Detroit activities, and the city perspective on selected joint projects; (3) analysis of available literature concerning models of city-university collaboration; and (4) an effort at establishing an environment in which city and university people could meet each other and out of which one-to-one or large-scale projects could emerge or simply constructive interaction could take place. This volume reports on the first three elements and the recommendations arising out of the entire project. (abs.)

175. Feinstein, Otto, and Seaver, Frank A. *The Detroit Hearings: A Model for City/University Collaboration on Urban Concerns.* Detroit, Mich.: Center for Urban Concerns, Wayne State University, 1977. (EDRS)

The Detroit Hearings are an effort at developing an additional method of collaboration between the city and the university. The aim is to develop an environment of collaboration around major areas of concern out of which a wide range of collaborative efforts could develop. It is both a complement and supplement to the traditional methods of consultations, grants, contracts, and joint institutions. The hearings method is based on a collaborative-consortial arrangement, where the partners have a broad general concern and where neither the specific needs nor capability of responding are clearly defined. The hearings were one of four elements funded through a National Science Foundation grant given jointly to the City of Detroit, the University of Michigan, and Wayne State University for the purpose of developing consortial means of collaboration in dealing with city problems and making available scientific knowledge and personnel for that purpose. This report describes how the hearings were organized, what happened at them, and what is coming out of that experience. A brief description is also included of collaborative projects resulting from the hearings that will need funding support. (abs.)

176. Galvin, Kathleen M. Symposium: Diffusing communication into the secondary school curriculum: Consultant to the faculty: A role for the speech communication teacher. *Communication Education*, 26(3): 241–5, September 1977.

Reviews the development, scope, and application of classroom communication. Discusses specific applications to educational settings including behavior modification, team building, community relations, and discipline. (abs.)

177. Goldstein, Judith E., ed. *Consultation: Enhancing Leisure Service Delivery to Handicapped Children and Youth*. Arlington, Va.: National Recreation and Park Association, May 1977. (EDRS)

This document provides guidelines for consultants in the area of consultation in delivery of leisure services for handicapped children and youth. Included are chapters with the following titles and authors: "The Consultant-Consultee Relationship" (G. O'Morrow), "A Special Education Viewpoint: Consultation in the Public Schools" (S. Brannan), "Consultation in Municipal Recreation Agencies" (C. Leitschuh), and "Consultation in Institutional Settings" (W. Dayton). Approximately half of the document consists of the following appended materials: A section on grantsmanship and preparation of the proposal document (including a glossary of approximately 200 terms used in grant proposals and a bibliography of approximately 130 information sources), a glossary of approximately 30 terms used in the field of special education, a bibliography of approximately 300 sources of information on consultation, and a bibliography of approximately 30 sources of information on barriers and accessibility for the handicapped (abs.)

178. Jarema, Christina. *The Student Consultation Project.* Pittsburgh, Pa.: University Urban Interface Program, Pittsburgh University, June 1973. (EDRS)

The Student Consultant Project (SCP) of the University of Pittsburgh is a university-based operation which has been channeling university resources into the community. Part I of this study, covering the history of SCP, emphasizes the organization, the board of directors, scope of activities, funding, and future plans. Part II discusses the institution-building framework. Goals of the university, the SCP, the Graduate School of Business, and the client community are presented. Stress is also placed on the program, organizational structure, leadership, and resources. A 14-item bibliography and appendixes of related material are included. (abs.)

179. John, Denys. Questions for schools: Senior staff roles in secondary schools. *Trends in Education,* 30:4–13, April 1973.

The first essential is increased opportunities for heads and senior teachers to develop an understanding of the influence of roles and relationships upon the task of the school so that, in their turn, they may assist their colleagues, with outside help if necessary, to a similar understanding. (abs.)

180. Kauffman, James M.; Vicente, Ann R.; Benton, Joseph F.; McKnight, Mary W.; and Mende, Robert H. A resource program for teachers and their problem students. *Academic Therapy,* 8(2):191–8, Winter 1972–1973.

Described are the services offered by a consultative resource team to elementary school teachers in three Virginia counties who need help in controlling disruptive classroom behavior and improving students' academic performance. (abs.)

181. Kaye, Anthony. How can other countries learn from the Open University? (Educational imperialism or international cooperation?). *Teaching at a Distance,* 8:34–8, March 1977.

A consultancy service was established by the Open University to deal with foreign requests for advice on the creation and development of distance learning systems. The approach to training courses is described along with examples of courses under development. (abs.)

182. Macdonald-Ross, Michael. Janus the consultant: Educational technology at the Open University. *British Journal of Educational Technology,* 7(1):65–74, January 1976.

A discussion of the role of the consultant in the Open University in Great Britain. (abs.)

183. Milbourn, J.J. The role of the science adviser. *School Science Review,* 57(199):285–288, December 1975.

Describes the following roles of the Science Adviser in England: (1) the maintenance and development of teaching staff; (2) the development of the curriculum; and (3) the provision of accommodation and resources. (abs.)

184. Pace, R. Wayne. "Organizational Associates: So You Want To Be a Consultant?" Paper presented at the Annual Meeting of the Central States Speech Association, Minneapolis, Minn., April 1973. (EDRS)

Rather than being motivated to assist people, individuals usually approach a career as a consultant with aspirations of obtaining prestige or supplementing their income. Being a speech teacher, although helpful, is not qualification enough for a position as a consultant in the areas of management and organizational behavior. The types of information which should be retained and analyzed by the efficient communications consultant in order to facilitate his objectives are listed. The major portion of the paper describes the Organizational Associates, a consulting group of university-affiliated educators who conduct on-the-premises process consultation, workshops, training programs, and communication audits. Names of the current 12 associated consultants and the 5 officers-directors are mentioned, and a sample training program designed for a Federal agency and conducted with almost a dozen groups is included. (abs.)

185. Parker, Clyde A., ed. *Psychological Consultation: Helping Teachers Meet Special Needs.* Minneapolis, Minn.: Minnesota University, and Minneapolis Department of Special Education, 1975. (Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091).

Presented are 10 author-contributed papers given at a 1974 conference on the roles, problems, and skills of school psychologists and special education teachers who serve as consultants to facilitate the mainstreaming of handicapped children. The first section contains four case studies focusing on student behavior change (S. Deno), the Vermont consulting teacher program (A. Egner), a systems approach to improving teacher effectiveness in Houston (B. Dollar and R. Klinger), and improving a school organization's effectiveness through coordinate status consultation (R. Johnson). Reviewed in the second section are five different theoretical models of the consultation process: the triadic model (R. Tharp), a systematic eclectic approach (D. Blocher), a process model (A. Brokes), a collaborative model based on mental health principles (R. Cohen), and developmental constructs in school settings (V. Faust). In the third section, a school administrator (G. Young) discusses effective consultation models from a consumer's point of view. Each paper is preceded by an introductory section emphasizing salient points and is followed by an edited report highlighting major issues of the ensuing discussion. Biographical information about the authors is offered in the final pages. (abs.)

186. Peterson, Nancy A. *Consulting Group Helps Faculty Bring Systematic Approach to Instructional Design Efforts*. Minneapolis, Minn.: Center for Educational Development, Minnesota University, April 1974. (EDRS)

The activities of the Consulting Group on Instructional Design and some faculty members for whom it has made a difference are discussed. Through faculty seminars, consultation, and cooperative efforts with faculty to develop instructional programs using new strategies and technologies, the Consulting Group tried to improve the effectiveness of the teaching and learning processes at the university. Most of the projects under active development in collaboration with the Consulting Group are clustered into four curricular areas: medicine, art history, law, and second-language learning. Selected developments in each of these areas are described. (abs.)

187. Rhode Island State Department of Education, Providence. *The Role of the Program Development and Diffusion Consultant as an Education Extension Agent*. Providence, R.I.: Division of Academic Services, January 1973. (EDRS)

In this paper, a general conceptual framework for the role of consultant in the Bureau of Program Development and Diffusion as an education extension agent is presented. The key elements of the definition are (1) service, (2) local school system advocacy, and (3) developmental leadership. The operational definitions for each are viewed as relatively fixed. However, each consultant, through future inservice training and considerable introspection, will elaborate his own day-to-day style. In the final analysis, there is no set role definition applicable to every consultant. Each consultant must, therefore, operationalize his own role. (abs.)

188. Snapp, Matthew; McNeil, Don C.; and Haug, Diane. Development of inschool psychoeducational services for emotionally dis-

turbed children. *Psychology in the Schools,* 10(4):392–396, October 1973.

Describes the development of an intervention model for providing help to teachers of emotionally disturbed children. The model features a resource person who is placed in a school and who consults with teachers about effective teaching strategies for individual problem children.

189. Southern Regional Education Board, Atlanta, Georgia. The university: A backup force to state government. *Regional Spotlight,* 4(5), May 1975. (EDRS)

Cooperative efforts to meet the needs of State agencies in Florida are described. The State legislature earmarks university research funds specifically for projects related to State government in Florida, and the practice is growing throughout the South. Although most universities have public service programs, the real increase in State-university liaisons has been relatively recent. The emphasis on relevance and accountability is seen as a reason for the increased stress on public service as a function of the university. It is also noted that usually colleges and universities comprise the State's largest pool of expertise in many and diverse areas of thought, and the university resources include large, well-stocked libraries, computer capabilities, and research facilities. Research studies are reviewed which have assessed the level of public service activities and funding. What a university does in the way of services for the State depends upon several factors, including the size and mission of the school. Certain subject matters also dictate involvement with the State or local community considerably more than others. (abs.)

190. Vickers, Donn F. The learning consultant: A response to the external degree learner. *Journal of Higher Education,* 44(6):439–450, June 1973.

Discusses the Learning Consultant Network of the Regional Learning Service of Central New York, an attempt to meet the diverse needs of external degree candidates. The learning consultant is an alternative model to three other external degree-counseling models: tutor relationship, full-time academic counselor, or peer counselor. Persons selected already possess many personal skills important for counseling, have varied educational and occupational experiences, and are employed on a part-time basis. Their primary role is to provide support, arrange group sessions to facilitate peer support and peer learning, and help existing validation systems work for the external degree student. A description of relevant personality characteristics for learning consultants is presented. Training has three components: developing information skills, developing human relations skills, and evolving the Learning Consultant Network design.

191. Wincuinas, John; Bisbee, Elizabeth; and Gibson, Julia. *Resource Agent Program*. Montpelier, Vt.: Vermont State Department of Education, September 1974. (EDRS)

This document describes the Resource Agent Program as inaugurated by the Vermont Department of Education. A resource agent is described as a teacher who has developed a program or activity that has been successfully applied in the classroom; resource agents are available to share their ideas, experiences, and some materials with other teachers who are interested in developing similar activities for their classrooms. The process for using the program is detailed as follows: (a) consult the catalog for programs that have been developed; (b) contact the agent; (c) fill out a request form; and (d) arrange visits—the maximum is three. The remainder of this document includes agent biographies, program descriptions, and sample request forms. (abs.)

See also: 9, 38, 44, 47, 51, 52, 53, 56, 280, 293, 300, 316, 317, 318, 322, 324, 325, 326, 327, 340, 342, 343, 344, 345, 346, 355, 357, 360, 365, 375, 409, 460, 482, 502, 516, 525, 526, 547, 636, 653, 654, 656, 670, 683, 703, 718, 751, 754, 756, 757, 765, 779, 783, 785, 786, 794, 801, 803, 804, 832, 834, 837, 858, 862, 866.

MEDICINE

Articles and Periodicals

192. Feiner, Joel S., and Tarnow, Jay D. Expanding the base for child mental health service and training. *Journal of Special Education*, 11(1):49–58, 1977.

Describes a program in which mental health services coordinated by a physician intern were provided in a New York City School.

193. Rotmann, M. Psychosomatic medcine: II. A model of an integrated psychosomatic consultation service. *Psychotherapy and Psychosomatics*, 22(2–6):189–191, 1973.

Describes an intensive psychosomatic consultation service instituted in the clinical section of the department of internal medicine at a West German university. The consultants were advanced residents in internal medicine and also candidates in psychoanalytic training. The consultation technique was consultee, patient, and operational-group oriented.

See also. 332, 381, 384, 407, 434, 491, 498, 509, 521, 523, 531, 535, 610, 734, 861.

NURSING

Articles and Periodicals

194. Bush, M. Laura. Itinerant inservice educator. *Nursing Outlook*, 21(1):25–27, January 1973.

Many small nursing homes can neither justify nor afford the services of a full-time inservice educator. But one nurse, functioning independently and serving a number of homes on a part-time basis, may be the solution to the problem. (abs.)

195. Lewis, Lorna. Getting it all together . . . role of a nurse consultant. *Journal of Continuing Education in Nursing*, 4(4):26–8, July-August 1973.

Describes a project called Subregional Approach to Improved Nursing Care, the central focus of which is to provide better use of human resources for improvement of patient care. (abs.)

196. Marcus, Jalma. Nursing consultation: A clinical specialty. *Journal of Psychiatric Nursing and Mental Health Services*, 14(11):29–31, 1976.

Assesses the role of the mental health nurse consultant in using both resource and process consultation to assist hospital staff in determining care plans and in supporting a realistic method for the delivery of mental health services.

197. Moreau, Diane; Kahn, Pamela; and Lal, Samarthji. Role of a nurse on a psychiatric consultation service. *Canadian Psychiatric Association Journal*, 19(5):453–456, October 1974.

Describes and explains the consultative role, in both diagnosis and therapy, of a psychiatric nurse working in a general hospital. The value of paramedical staff in the delivery of psychiatric care is illustrated.

198. Nelson, Jill K.N., and Schilke, Dianne A. The evolution of psychiatric liaison nursing. *Perspectives in Psychiatric Care,* 14(2):60–65, 1976.

Discusses the evolution of psychiatric liaison nursing since the establishment of psychiatric liaison services in general hospitals. Although formerly nurses were only consultants in medical/surgical settings, presently their responsibilities include consultation to improve intervention skills of staff nurses and collaboration with members of other medical disciplines.

199. Norris, Catherine M. A few notes on consultation in nursing. *Nursing Outlook,* 25(12):756–761, December 1977.

Presents an account of the day-by-day realities, maneuvers, and encounters of the process of consultation by nurses. Ways to develop a demand for one's services, negotiate the terms, survive the preliminaries, and identify the problem are discussed.

200. Schween, Peter H. The psychiatric ward consultation and liaison service. *Psychiatric Annals,* 4(5):35–51; 83, May 1974.

Outlines the functions of the psychiatric consultation and liaison service of Harlem Hospital Center, noting difficulties and needs particular to an inner-city patient population. Activities include formal and informal training of both psychiatric and nonpsychiatric personnel and short-term psychotherapy. The value of liaison nurses who perform tasks ranging from brief supportive therapy to education of psychiatric ward nurses is discussed. Special services are focused on hemodialysis and burn patients and their unique psychiatric problems. Problems common to all consultation efforts and those unique to ghetto hospitals are described.

201. Severin, Nelda, K., and Becker, Robert E. Nurses as psychiatric consultants in a general hospital emergency room. *Community Mental Health Journal,* 10(3):261–267, Fall 1974.

Psychiatric nurses served as consultants to 199 patients and to physicians in a general hospital emergency room. The nurses successfully managed 66 percent of the psychiatric referrals in the emergency room over a 5-month period and required only telephone consultation in a majority of the remaining cases to develop and implement a satisfactory treatment plan. It is suggested that resistance to using nurses in this new role results from anxiety generated in the emergency room staff and physicians.

202. Trail, Ira D. "The Geriatric Nurse Practitioner in the Community Mental Health Center." Paper presented at the 53rd Annual meeting of the American Orthopsychiatric Association, Atlanta, Ga., March 3–6, 1976. (EDRS)

A Federal mandate to provide comprehensive care for the aged population in this country has stimulated program planning in gerontology by mental health professionals. Introduction of the geriatric nurse practitioner into the mental health care system is viewed as one means of attempting to increase both the availability and quality of primary mental health care in the community mental health center. This nurse functions at an "intermediate level" in her relationship to traditional nursing and medical roles. Her role is to assess nursing needs of the elderly, to plan and implement care, and to evaluate the effectiveness of such care. Educational preparation for certification as a geriatric nurse is discussed. A summary of the duties of this nurse practitioner in a community mental health center includes: (1) assess health needs of patients; (2) support/coordinate community health care; (3) counsel and teach; (4) advocate; and (5) manage patients with chronic problems. (abs.)

203. Wise, Thomas N. Utilization of a nurse consultant in teaching liaison psychiatry. *Journal of Medical Education*, 49(11):1067–1068, November 1974.

Presents clinical experiences of liaison nurses to illustrate the effectiveness of such a practice in supporting the proper care of patients. It is suggested that, by having a consultant nurse within a liaison service working in a role parallel to that of a medical staff member and not as a substitute or surrogate physician, the responsibilities and difficulties of nursing in the management of emotional reactions to illness can be eased.

204. Zahourek, Rothlyn, and Morrison, Katherine. Help with problem patients: Mental health nurses as consultants to staff nurses. *American Journal of Nursing*, 74(11):2034–2036, November 1974.

Describes the development of a mental health consultation service designed to help staff nurses understand and deal with the psychological and emotional problems of general hospital patients. Case examples are presented, and the concept is evaluated favorably.

See also: 105, 381, 384, 408, 529, 676, 690.

PSYCHIATRY

Books

205. Pasnau, Robert O., ed. *Consultation—Liaison psychiatry.* New York: Grune & Stratton, 1975.

Assesses the relationship of liaison psychiatry to general psychiatry under four headings: (1) psychosomatic medicine and liaison psychiatry; (2) the troubled marriage of psychiatry and medicine; (3) the problems of psychiatric consultations in the hospital; and (4) liaison psychiatry and medical education.

Articles and Periodicals

206. Abram, Harry S. Primary care and consultation liaison psychiatry. *Journal of Nervous and Mental Disease,* 164(5):301–304, 1977.

Examines the historical background, present practice, and future potential of consultation/liaison (CL) psychiatry. The role of the CL psychiatrist has changed from exclusive preoccupation with psychosomatics to routine psychiatric evaluation of patients in general hospitals.

207. Adams, Milton S. Psychiatric consultation to a mental retardation program. *Journal of the National Medical Association,* 68(3):213–216, May 1976.

Discusses from both an historical and current point of view the role and usefulness of the psychiatrist in the treatment and management of the mentally retarded, using three clinical cases as illustrations.

208. Almond, Greenbrier. Interpretation of non-interpretive psychiatric intervention in the general hosptial setting: An overview of the psychiatric consultation. *West Virginia Medical Journal,* 72(11):317–320, 1977.

Outlines the rationale for a psychiatric evaluation and presents definitions of the psychiatric consultation. The timing of the consultation, ways in which it is carried out, and specific skills which a primary care physician can expect a consulting psychiatrist to demonstrate are discussed.

209. Amdur, Mark A., and Tuder, Edward N. Observations on psychiatric consultation in emergency room settings. *Psychsomatics,* 16(2):73–76, 1975.

Presents observations and impressions from experiences with psychiatric consultation in general hospital emergency rooms. Expectations and responses of patient and staff, administrative and organizational features of emergency rooms, and the role of the emergency room psychiatric consultant are discussed.

210. Arons, Bernard S. Meeting grounds for psychiatry and law: A role for the psychiatric resident as consultant. *Journal of Psychiatry and Law*, 4(1):5–22, Spring 1976.

As a psychiatric consultant to a mental health advocacy service, the author attempts to enter into and facilitate the interaction between lawyer and ward psychiatrist. This paper describes some aspects of the consultation, suggests a theoretical approach for such a consultation, and draws a comparison with other similar programs. The following tasks are defined for the psychiatric consultant: clinical—to clarify and facilitate group interactions and interpersonal interactions among the legal and hospital staffs; educational—to explain medical and psychiatric terms and concepts to develop skills in interviewing and counseling, and to explore alternate treatment plans; and investigational—to research the issues that arise to evolve better methods of dealing with the legal-psychiatric consultation in furthering the care and treatment of mental patients.

211. Berger, D.M. Role of psychiatrist in reproductive biology clinic. *Fertility and Sterility*, 28:141–145, 1977.

Discusses some of the problems confronting a psychiatric consultant to an infertility clinic and presents several routes for approaching these problems.

212. Bernstein, Stephen B., and MacLennan, Beryce W. Community psychiatry with the communications media. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation*. Adelphi, Md.: Mental Health Study Center, Division of Mental Health Services Programs, NIMH, 1975. pp. 97–104.

The role of a community psychiatrist as mental health consultant to a commercial radio station is described. The project involved consultation in the areas of staff relations, organizational needs, program planning, and community-oriented activities.

213. Brown, Walter A., and Jacobson, Eric M. Consultation-liaison psychiatry: Current responsibilities. *American Journal of Psychiatry*, 133(3):326–328, March 1976.

Describes the authors' experiences as consultation-liaison pyschiatrists in two general teaching hospitals. It is concluded that current medical house staff members appear to be more aware of the importance of psychosocial issues in patient care than were interns and residents in the past. Consultation-liaison teaching may now focus on the application of this psychologic awareness to patient management, the correct use of psychotropic drugs, and the differentiation of delirium from functional psychoses.

214. Copping, Winona. Some views on psychiatric consultations in the student health service: The community based psychiatrist, III. *Psychiatric Journal of the University of Ottawa*, 1(1–2):81, 1976.

Comments upon experience gained in psychiatric consultation with a student health service at a Canadian teaching hospital.

215. Derdeyn, Andre P. Child custody consultation. *American Journal of Orthopsychiatry*, 45(5):791–801, 1975.

The limited influence of the needs of the child upon the decision-making process in child custody disputes is discussed, with particular attention given to the consultant's role and unique aspects of this type of consultation. It is concluded that clinicians can better serve children by seeking to consult only for the court and not for one of the competing adult parties.

216. Dincin, Jerry. Psychiatric rehabilitation. *Schizophrenia Bulletin*, 13:131–147, Summer 1975.

Traces the history of the psychiatric rehabilitation movement in the United States and discusses the approach used in a Chicago rehabilitation center. Some of the components of rehabilitation programs are discussed, including vocational and social rehabilitation, residential programs, prevention of rehospitalization, and academic programs. Psychiatric consultation in psychiatric rehabilitation programs is also examined.

217. Fink, Paul Jay. The relationship of psychiatry to primary care. *American Journal of Psychiatry*, 134(2):126–129, 1977.

Suggests that all primary care training programs should develop behavioral objectives in the areas of mental illness and psychosocial aspects of disease and that active liaison and consultation with departments of psychiatry be an integral part of these programs.

218. Freeman, Arthur M., and Applegate, William R. Psychiatric consultation to a rehabilitation program for amputees. *Hospital and Community Psychiatry*, 27(1):40–42, January 1976.

Staff on the rehabilitation unit for amputees at a U.S. Navy regional medical center requested psychiatric consultation after a group of patients had shown destructive behavior and resistance to the rehabilitation program. An approach was adopted in which a psychiatrist functions as a training consultant in group therapy to the orthopedic staff. The primary therapists are two orthopedic nurses, who conduct two weekly therapy sessions for the amputees under the consultant's supervision. The sessions have given amputees a chance to ventilate their feelings of alienation, powerlessness, and boredom and have been effective in halting destructive behavior and increasing self-esteem.

219. Goetzl, Ugo. The traditional role of a psychiatric consultant in a nontraditional college. *Journal of the American College Health Association*, 22(4):284–287, April 1974.

Discusses the establishment and operation of a part-time consulting psychiatrist arrangement to fulfill the needs of a small nontraditional college. In contrast to most mental health literature, the community psychiatry model was limited in its usefulness.

220. Goldberg, Richard L.; Haas, Melvyn R.; Eaton, James S.; and Grubbs, James H. Psychiatry and the primary care physician. *Journal of the American Medical Association*, 236(8):944–945, August 1976.

Suggests that psychiatry makes an important contribution to the training and practice of primary care physicians by emphasizing a holistic approach to patient care, teaching psychiatric skills, and providing knowledge that enables primary care physicians to give basic psychological care to the large numbers of their patients who need it. Consultation-liaison psychiatry and psychiatry education programs for medical students, both of which are given high priority for support by the Psychiatry Education Branch of National Institute of Mental Health, are seen as model settings in which to teach the psychiatric aspects of primary care.

221. Goodstein, Richard K., and Hurwitz, Thomas D. The role of the psychiatric consultant in the treatment of burned patients. *International Journal of Psychiatry in Medicine*, 6(3):413–429, 1975.

Describes two cases of seriously burned patients which differ in initial psychiatric presentation and subsequent course. In each case, the role of the psychiatric consultant is examined. This included direct evaluative and psychotherapeutic contact with the patient and liaison with the surgical and nursing staff. This dual approach is necessary for a consistent rehabilitative effort, particularly in hospitals that do not have a psychiatric liaison team.

222. Group for the Advancement of Psychiatry, Committee on Psychiatry and Law. Misuse of psychiatry in the criminal courts: Competency to stand trial. *GAP Report,* 8(89):853–919, February 1974.

Discusses the collaboration of psychiatrists in the system of criminal justice, particularly their neglected role in helping courts decide whether a defendant is competent to stand trial. Conflicting assumptions that cloud the issue of competency to stand trial are discussed, and historical standards of competency are reviewed. New procedures are recommended to correct the abuses of current procedures.

223. Groves, James E. Management of the borderline patient on a medical or surgical ward: The psychiatric consultant's role. *International Journal of Psychiatry in Medicine,* 6(3):337–348, 1975.

The patient with borderline personality on a medical or surgical ward disorganizes the staff who may regress in response to the patient's inpulsivity, dependency, entitlement, and rage. The consultant's role in managing such a patient should consist of a consultee-oriented approach in which countertransference hatred and fear, typically generated in the staff by the borderline, are drawn away from the patient and metabolized within the staff-consultant relationship. The consultant should actively promote a behavioral management practicum, placed in the medical chart for reference and as a symbol of the psychiatrist's helping presence, which discusses (a) clear communication with the patient and among staff; (b) understanding the patient's need for constant personnel; (c) dealing with the patient's entitlement without confronting his needed defenses; and (d) setting firm limits on the patient's dependency, manipulativeness, rage, and self-destructive behaviors. The consultant should work to counteract feelings of helplessness in the staff, to neutralize punitive superego in the staff, and to diminish their fear of the patient.

224. Kaye, Robert; Leigh, Hoyle; and Strauch, Barry. The role of the liaison psychiatrist in a hemodialysis program: A case study. *International Journal of Psychiatry in Medicine,* 4(3):313–321, Summer 1973.

Illustrates the role of a liaison psychiatric consultant in an ongoing hemodialysis program by means of an individual patient study. Areas of consultative focus include establishing a diagnosis, defining the etiological significance of a variety of factors influencing the patient's behavior, and helping the unit staff to understand the patient.

225. Krakowski, Adam. J. Role of consultation psychiatry in teaching psychopharmacology in the general hospital. *New York State Journal of Medicine*, 73(15):1987–1991, August 1973.

Indicates that psychiatric consultation-liaison services have helped in educating nonpsychiatric physicians and the house staff of general hospitals in the need and use of psychopharmacology. These physicians are then equipped to treat certain specific neurotic reactions in patients. A survey, using a short questionnaire, is described which gives information on the extensive use of drugs by nonpsychiatric physicians. It is suggested, however, that psychopharmacotherapy should be regarded as only one of many management methods to be employed.

226. Krafowski, Adam J. Consultation-liaison psychiatry: A psychosomatic service in the general hospital. *International Journal of Psychiatry in Medicine*, 6(1–2):283–292, 1975.

Consultation psychiatry aims at interpreting the psychosocial phenomena of health and illness and at redirecting the physician from disease—to patient-orientation and to a comprehensive approach. The psychosomatic orientation is a sine qua non in understanding the psychosocial adjustment of the patient and his family, and his ability to adapt to illness and the hospital. An essential feature is the evaluation of the doctor-patient relationship, especially when severe illness requires serious interventions. Liaison activity consists of interpretive-therapeutic mediation between the patient and the therapeutic team when strain endangers their satisfactory cooperation. The instructional aspect is undertaken for the usual recipients of the service, as well as residents and students. Teaching interview techniques, especially to students, should demonstrate the holistic approach, comprehensive diagnosis, and the need of avoiding orthodox one-sidedness. The scope and role of consultation psychiatry are reviewed, and its North American model is compared with its status elsewhere.

227. Leigh, Hoyle, and Reiser, Morton F. Major trends in psychosomatic medicine: The psychiatrist's evolving role in medicine. *Annals of Internal Medicine*, 87(2):233–239, 1977.

Discusses three developmental lines in psychosomatic medicine, including consultation-liaison psychiatry.

228. Lipowski, Z.J. Consultation-liaison psychiatry: An overview. *American Journal of Psychiatry,* 131(6):623–630, June 1974.

Reviews the scope, underlying assumptions, and organization of consultation-liaison psychiatry. During the 40 years since their inception, liaison services in general hospitals have played a mediating role between psychiatry and medicine. The liaison psychiatrist is one of the few health professionals with a broad enough perspective to achieve a measure of integration of diverse data relevant to comprehensive evaluation and management of patients. Liaison psychiatrists are increasingly involved in teaching and research, in addition to clinical activities. It is predicted that the education, functions, and professional attitudes of the liaison psychiatrist represent a viable model that psychiatry as a whole will adopt.

229. Lipowski, Z.J. Psychiatric consultation: Concepts and controversies. *American Journal of Psychiatry,* 134(5):523–528, 1977.

Discusses two major models of psychiatric consultation—the psychiatric/therapeutic and the community mental health—and offers recommendations for increasing the efficacy of consultation.

230. Lowenkopf, Eugene L., and Paul, Diana. The role of the psychiatric consultant in a neighborhood health center. In: Macht, L., ed. *Neighborhood Psychiatry,* Lexington, Mass.: D.C. Heath, 1977. pp. 69–77.

Describes the functions and limitations of a psychiatric consultant in a neighborhood health center, focusing on the problems of access and attempts to integrate the consultant into the center. Several cases illustrate how the psychiatrist was used and the kinds of problems which arose in consultation.

231. McRee, Christine; Huckle, Brian; Corder, Billie; and Flori, Lorraine. Utilizing psychiatric intervention techniques as a model for consultation in school-community crises: A case history. *Psychiatric Forum,* 4(2):6–10, Fall 1974.

Describes the diagnosis and treatment of an acute school-vandalism problem in an integrated public school. The traditional psychiatric consultation model was modified to effectively deal with a school-community crisis.

232. Martin, Maurice J. The role of psychiatric consultation in psychosomatic medicine. *Psychosomatics,* 16(1):7–11, 1975.

Points out the value of consultation in treating psychosomatic problems. After understanding the physician's needs, the consultant may employ special techniques, diagnose the problem, and make specific recommendations to be applied by the primary physician.

233. Mogstad, Truls-Eirik. Consultation psychiatry: Psychosomatics or psychiatry in medicine? *Psychosomatics,* 16(3):138–139, 1975.

Describes psychosomatic consultation and liaison services in two general hospitals in Oslo, Norway. Hospital organizations, transdisciplinary problems, and recommendations for future methods of liaison psychiatry are discussed.

234. Nalder, Martin C.; Weber, Carlo A.; and Crowell, Areta. The psychiatric consultant as a change agent in the community. *American Journal of Psychiatry,* 131(5):555–558, May 1974.

Argues that, as the field of social and community psychiatry continues to expand, psychiatrists are obliged to bring their knowledge and experience to bear on matters of directing and implementing change. The role is described of the psychiatrist as an active agent of change in coordinating a placement program for disturbed adolescents in Los Angeles County, Calif.

235. Naylor, Kenneth A., and Mattsson, Ake. For the sake of the children: Trials and tribulations of child psychiatry-liaison service. *Psychiatry in Medicine,* 4(4):389–402, Fall 1973.

Describes the development of a child psychiatry liaison service to pediatrics in a university hospital setting. The preference for the liaison type of relationship over the strictly consultative model is documented with case examples.

236. Ruggiano, John R. Using psychiatric consultation liaison service. *Rhode Island Medical Journal,* 58(8):347–348; 358–359, 1975.

Discusses the concept of psychiatric consultation liaison service for the purpose of familiarizing medical specialists with its function. An 18-month experience of consultation psychiatry is presented, with over 400 consultations given as the basis for discussion.

237. Schnaper, Nathan, and Cowley, R. Adams. Overview: Psychiatric sequelae to multiple trauma. *American Journal of Psychiatry,* 133(8):883-890, August 1976.

Discusses the setting, patients, and staff and the role of psychiatric consultants in intensive care units and trauma centers. The similarities and differences between patients with multiple trauma and those who have had open-heart surgery and head or spinal cord injuries are pointed out. The question of an element of self-destructive behavior in accidents is dealt with, and suggestions are offered for the psychiatric management of severely traumatized patients. It is concluded that the role and obligation of the psychiatrist of the future will lie in crisis intervention within the medical-biological model.

238. Schniewind, Henry E. A psychiatrist's experience in a primary health care setting. *International Journal of Psychiatry in Medicine*, 7(3):229–240, 1976–1977.

Psychiatrists have, for years, offered consultation to their nonpsychiatrist colleagues in many settings and have worked with them in a variety of ways. The development of new programs in primary medical care offers new challenges and opportunities to the liaison psychiatrist. This paper describes the experience of a full-time psychiatrist in a hospital-based primary health-care setting. Special problems are encountered in developing working relationships with patients, physicians, nurses, social workers, administrators, and other members of the health-care team. Effective resolution of these problems makes it possible to offer comprehensive mental health services as an integral part of primary health care. This psychiatrist's role differs from other consultation-liaison functions by virtue of full-time economic, patient care, academic, geographic, and administrative assimilation into the primary health-care setting itself. It is suggested that this role is an effective way to bring supportive and educational psychiatric services to patients and providers of all levels of sophistication and need.

239. Shochet, Bernard R. Psychiatric consultation—Two way street or dead end. *Psychosomatics*, 18(1):34–36, 1977.

Emphasizes the need for frequent communication between referring physicians and psychiatrists and gives examples of many psychiatric consultative referrals.

240. Steenfeldt-Foss, Otto W. Elements of a comprehensive psychiatric service. *Psychiatric Quarterly*, 48(4):471–474, 1974.

Discusses the role of community psychiatry and stresses the link between sociodynamic factors and mental disorders. The extension of mental health services is seen requiring an epidemiological, sociological, and socioeconomic screening of the catchment area. Community services considered include inpatient, outpatient, emergency, diagnostic, rehabilitative, training, research, and evaluation services. The importance of using existing community resources to multiply the effectiveness of mental health professionals through consultation and education is noted.

241. Williams, J. Ivan, and Luterbach, E. J. The changing boundaries of psychiatry in Canada. *Social Science and Medicine* (Oxford), 10(1):15–22, 1976.

Contends that the boundaries of psychiatry in Canada in both the organization and delivery of services are being restricted as psychiatry is becoming a consulting specialty with primary care and community services being assumed by other professions.

242. Withersty, David J. Psychiatric residents provide extra manpower for rural community agencies. *Hospital and Community Psychiatry,* 26(5):270–271, 1975.

Presents the experiences of a psychiatric resident who spent 6 months working in a rural community mental health program where 2nd-year psychiatric residents provide psychiatric and medical evaluation and teaching, and consultation.

See also: 74, 76, 79, 80, 89, 90, 112, 114, 115, 197, 198, 200, 203, 272, 281, 298, 302, 312, 314, 315, 319, 320, 323, 331, 332, 334, 335, 353, 370, 373, 374, 376, 378, 379, 381, 382, 383, 384, 386, 387, 389, 390, 391, 392, 395, 396, 397, 398, 399, 400, 401, 402, 404, 405, 407, 408, 424, 425, 426, 437, 438, 443, 444, 467, 480, 481, 491, 494, 495, 498, 503, 504, 509, 515, 517, 520, 523, 538, 549, 550, 552, 553, 567, 602, 637, 640, 669, 676, 787, 791, 813, 815, 839, 842, 843, 844, 847, 848, 850, 852, 853, 854, 855, 856, 857, 860, 863, 864, 868, 871, 879, 880.

PSYCHOLOGY

Articles and Periodicals

243. Briggs, Chari H. Transition in school psychological services: A case study. *Journal of School Psychology,* 11(1):88–92, March 1973.

This article describes the transition of delivery of school psychological services from primarily a clinical model to one of consultation. It identifies existing conditions facilitating change, analyzes problems, and suggests solutions. New services arising from the changed perception of how a psychologist functions are discussed. (abs.)

244. Coulter, W. Alan; Coulter, Judi; Menand, Tracy; and Murphy, Marty E. "Project ASSIST: A Support System of Intervention Strategies for Teachers. Psychological Services in a Rural Region." Paper presented at the 83rd Annual Convention of the

American Psychological Association, Chicago, Ill. Aug. 30 to Sept. 2, 1975. (EDRS)

The provision of ongoing psychological services to small rural schools has been a continuing problem to administrators for some time. With the advent of Plan A Comprehensive Special Education in Texas, small districts with less than 3,000 average daily attendance were encouraged to form cooperatives for special education services. The challenge to provide continuous services was then presented to the Region IX Education Service Center which developed Project ASSIST, a program providing psychological services to rural schools. Project ASSIST is locally financed through a cooperative arrangement of participating districts. Presently, four full-time school psychologists provide week-to-week assistance to regional school districts covering a 14,000 square mile area. Using a consultant model, Project ASSIST provides six service components to teachers, students, and others: (1) appraisal and programing for intervention; (2) inservice education; (3) counseling; (4) staffing; (5) third-party consultation; and (6) program evaluation. This article describes these services. (abs.)

245. Cowen, Emory L., and Lorion, Raymond P. Changing roles for the school mental health professional. *Journal of School Psychology,* 14(2):131–138, Summer 1976.

Draws on the experience of an innovative school mental health project that emphasizes early detection and prevention of school adjustment problems to describe emergent, needed roles for school psychologists. The latter include systematic screening of primary graders and parent interviewing to further early detection; consultation with teachers and other school personnel; and recruitment, training, and supervision of nonprofessional help-agents. Such roles bring early effective services to many children in ways that optimize their educational and personal development.

246. Davis, Malcolm, and Mann, Philip A. The psychologist as a consultant-trainer. *Psychology in the Schools,* 10(4):407–410, 1973.

School psychologists must abandon their traditional ties to tests. Instead, psychologists must develop consultative and training skills. To communicate more effectively with teachers, psychologists must become more knowledgeable about the learning process. In this way, they will be able to recommend particular educational strategies to teachers. School psychologists should also train teachers to observe and record behavior in children, thus encouraging meaningful dialogue between teachers and between teachers and psychologists. (abs.)

247. Drotar, Dennis. Death in the pediatric hospital: Psychological consultation with medical and nursing staff. *Journal of Clinical Child Psychology,* 4(1):33–35, Spring 1975.

Considers the staff and family difficulties when a child or adolescent is dying. Several case studies are used to illustrate major problems. One principal function a psychologist can perform in this situation is to foster good interstaff communication about the physical condition and fate of the child and improve personal and professional reactions.

248. Drotar, Dennis. Psychological consultation in a pediatric hospital. *Professional Psychology,* 7(1):77–83, February 1976.

Argues that the increased participation of psychologists in clinical work, research, and consultation in health-care delivery systems necessitates increased attention to the process of mental health consultation in general hospital settings. A 3-year experience in clinical psychological consultation in a pediatric hospital is outlined. The communication problems inherent in consultation in a general hospital setting are reviewed, and the resolution of these consultation dilemmas in terms of an understanding of the subculture of the hospital setting, group-oriented consultation directed at the psychological aspects of patient care, and close interdisciplinary collaboration is discussed.

249. Gallessich, June. Organizational factors influencing consultation in schools. *Journal of School Psychology,* 11(1):57–65, March 1973.

Proposes that a key variable in successful consultation is the consultant's skill in assessing the organization in which he is working or contemplating working. A framework is presented for gathering and organizing data related to organizational phenomena in a school or school district. Implications for the consultant in determining priorities, assessing strengths and weaknesses, generating problem-solving strategies, and predicting consequences are discussed. In addition, the dilemma of the school psychologist, caught in complex and rapidly changing environmental pressures, is explored and some alternative role models are suggested.

250. Gilmore, George E. School psychologist-parent contact: An alternative model. *Psychology in the Schools,* 11(2):170–174, April 1974.

Compares the utility and value of various types of parental contacts made by school psychologists. The consultation model is regarded as superior to both the educational and the counseling models used by many school psychologists.

251. Grotberg, Edith H. Formulating policies concerning effective early childhood education and development programs. *Journal of School Psychology,* 15(2):165–173, Summer 1977.

Discusses the role of the school psychologist in formulating early childhood programs. The tools of the school psychologist are identified: knowledge about human growth and development, learning, and program impact; knowledge about differential effects of programs on children; and knowledge about the process of program implementation at the local level. The essential findings from research are provided to clarify and support these tools. Using these tools, school psychologists are able to establish a set of procedures for determining what current policies are, what the policy implications of the new program are, and what policy changes need to be made to assure successful adaptation of the new program.

252. Hilgren, James, and Jacobs, Paul. The consulting psychologist's emerging role in law enforcement. *Professional Psychology,* 7(3):256–266, August 1976.

As the police function becomes increasingly complex in both quality and quantity of services demanded, police administrators are approaching behavioral scientists, more specifically, psychologists, with increasing frequency for assistance in various areas, including personnel selection, training, and stress management. The present article describes in detail the psychologist's role as it is beginning to emerge as an internal consultant. Furthermore, constraints of which the professional needs to be aware as he or she enters into this new relationship are discussed, as well as precautions for avoiding subtle and not so subtle pitfalls.

253. Humphrey, G. Bennett, and Vore, David A. Psychology and the oncology team. *Journal of Clinical Child Psychology,* 3(2):27–29, Summer 1974.

Discusses the contributions which can be made by a psychologist working with a team of tumor experts in the management of dying children.

254. Jennings, Floyd L. Confessions of a psychological consultant. *Education,* 93(4):396–400, April-May 1973.

This is a report of a psychological consultative effort in a large, suburban, public school system in the Southwest. (abs.)

255. Katz, Arlene, and Guthrie, Andres. Pediatric paradox: Adolescents as change agents in the family. In: Tulipan, A.B.; Attneave, C.L.; and Kingstone, E., eds. *Beyond Clinic Walls*. University of Alabama: University of Alabama Press, 1974.

Reports on a collaboration between a family physician and a consulting psychologist that has, so far, surmounted many interdisciplinary barriers and provided an effective model for community mental health intervention. Case studies of two 15-year-old girls are described.

256. Kaufman, Judith, and Reich, William. Consultant? Teacher? Intruder? The role of the school psychologist in teaching high school psychology. *High School Behavioral Science,* 3(2):65–67, Spring 1976.

Explores a rationale for teaching psychology in high school, with a description of students and teachers. Such a program implies that the school psychologists should act as curriculum planner, guest lecturer, resource person, mental health specialist, co-leader, and friend.

257. Klosterman, Dale. The role of the school psychologist in a community mental health center. *Psychology in the Schools,* 11(3):269–274, 1974.

Describes a community mental health center where school psychologists have joined an interdisciplinary team of professional consultants. The school psychologist is recognized as a different type of psychologist—one who has unique, special skills for working with children. (abs.)

258. Lewis, Carol R. School psychologist as program consultant. *Psychology in the Schools,* 11(3):294–295, July 1974.

Describes the role of psychological services in a junior high school, the type of help they provided, and specific outcomes obtained through these services.

259. Medway, Frederic J., and Elkin, Victor B. Psychologist-teacher collaboration in developing and team-teaching high school psychology courses. *Psychology in the Schools,* 12(1):107–112, January 1975.

Describes two high school psychology projects developed by a person trained in psychology and several teachers and guidance personnel. One course featured traditional material plus students' concerns regarding personal adjustment and interpersonal relations. The second course focused on community psychology, including both didactic material and experience working in agency centers.

260. Miles, J. Ritual and responsibility. *Australian Psychologist,* 11(1):59–63, March 1976.

Discusses the role of the educational psychologist as that of a practical consultant who can operationalize "pure" philosophies and current issues in society. Two principal roles are explained: The first is that of a consultant working with the teacher and sharing responsibility for providing learning experiences for specific students. Because of educational complexity, it may be necessary for the educational psychologist to specialize in preschool and kindergarten, primary, secondary, tertiary, or adult education. The second role is to provide appropriate learning experiences for tertiary students (especially student teachers), parents, and community groups, In addition, it is emphasized that the educational psychologist should be a student of his own professional practice.

261. Mullen, Joann. Case analysis: Consultation and counseling. *Elementary School Guidance and Counseling,* 10(4):294–298, May 1976.

A case of a problem boy is presented. The author then describes how the school psychologist dealt with the case successfully by helping the parents and the teacher modify their approach to the boy. (abs.)

262. Peterson, Mayfield. "Guideline for Psychologists in Police Consultation." Paper presented at the 82nd Annual Meeting of the American Psychological Association, New Orleans, La., August 1974. (EDRS)

This document discusses the need for cooperation and assistance from the psychological professions in law enforcement agencies. The author relates his personal experiences as a consultant to a police department, and outlines several steps to promote and maintain effectiveness within the agency. Mutual respect and a willingness to become a good listener become key components to acceptance within the force. In opening up a line of communication, the consultant must demonstrate to his charges a willingness to take many of the risks which they do. This active involvement in police routine serves two purposes: (1) It helps the consultant develop a sense of confidence in the men with whom he is expected to work; and (2) he is able to gain first hand insight into the problems a policeman encounters in his work. At no time should consultation and psychotherapy become confused. The psychologist must not provide therapy when his contact calls for consultation. A psychological consultant can render an invaluable service by augmenting the effectiveness of policemen in problems ranging from community relations to domestic affairs. (abs.)

263. Schmuck, Patricia, and Schmuck, Richard. Classroom peer relationships: What can the school psychologist do? *School Psychology Digest,* 2(2):4–12, Spring 1973.

Discusses the effect of the peer group on a student's emotional security and performance in school and explores the role of the school psychologist in directing more attention to the social-emotional dynamics of peer climate in a classroom. It is proposed that school psychologists use dimensions of peer climate (influence, attraction, norms, and communication) and stages of peer climate development (inclusion, membership, shared decision-making, and supportive group) to form a matrix which can serve as a conceptual taxonomy for organizing inservice training and consultation with classroom groups.

264. Snapp, Matthew. "School Psychologist as Superintendent's Consultant." Paper presented at the 84th Annual Conference of the American Psychological Association, Washington, D.C., Sept. 3–7, 1976. (EDRS)

This paper addresses the role of the school psychologist and how this role can be broadened to encompass areas other than just test administration, and it takes a look at what additional knowledge is needed to fill more consultative and administrative roles. Through better training programs, the school psychologist is beginning to perform functions as leader and policymaker in the schools. It is possible for the psychologist's services to be called upon for assistance in developing possible solutions if he/she is prepared to design plans of action and accept responsibility for implementation. As the school psychologist offers a plan for dealing with a crisis, he/she needs to take into consideration administrative issues such as community pressure, resistance to change, personnel issues, and various financial issues. The author feels that schools can benefit from more of the expertise of school psychologists, if the crises that administrators continuously face are seen as opportunities for greater involvement in the total functioning of schools. (abs.)

265. Toder, Franeine A. An alternate method of functioning for the school psychologist. *Psychology in the Schools,* 12(4):404–408, October 1975.

Describes an approach to inservice training for teachers, as change agents, which attempts to be relevant to their needs in their environment. An example is given of a 2-hour 1 day/week course offered by a school psychologist in a semi-rural community to which over 50 percent of the staff in a two-school district responded.

266. Wellington, Jean. Mother's Day Out. "Description of a Program for the Psychologist-Consultant to Parents and Their Preschool Children." Paper presented at the 81st Annual Meeting of the American Psychological Association, Montreal, Quebec, August 1973. (EDRS)

This paper presents a description of a community program for preschool children and their mothers which used the services of a psychologist-consultant. Originally, the Mother's Day Out program offered a few hours of child care to mothers of preschool children for a very small fee. However, it became apparent during the early phases of operation that many of the preschool children needed more help than the program teacher could empromise. The services of a psychologist-consultant were employed, to help evaluate the children, to assess the relationship between the teacher, aid (a volunteer mother), and the children, and to provide direct consultation to parents in discussion groups. Also, a referral process involving a community Evaluation Team was instituted. The procedures and problems involved in establishing the Mother's Day Out program are described; plans for future changes in the program are also presented. Important among these changes is the evaluation program which will involve the input of the psychologist, teacher, and parent. Concluding discussion focuses on the evolving role of the psychologist-consultant. (abs.)

267. Winett, Richard A.; Calkins, Debra; Douglas, Carter; and Prus, Joseph. The role of resource linker in the public schools. *Journal of Community Psychology,* 3(1):85–87, 1975.

Defines the role of the resource linker in the public school system and describes the experiences and accomplishments of one such worker. Consultation services were provided to teachers by the resource linker in an attempt to alleviate academic and behavioral problems.

268. Wolfendale, Sheila. Working with teachers. *AEP* (Association of Educational Psychologists) *Journal* 4(2):20–24, Fall 1976.

Examines some assumptions concerning the collaboration between psychologists and teachers. Both have skills which can be combined for the benefit of children, while psychologists' specific and specialized knowledge concerning child development and educational psychology can be useful to teachers. Among the issues to be considered are what body of common knowledge and which shared goals can be used as a basis for collaboration.

See also: 9, 16, 18, 28, 33, 34, 47, 49, 55, 57, 58, 59, 63, 70, 75, 78, 84, 85, 93, 95, 97, 99, 100, 102, 103, 110, 111, 152, 295, 296, 303, 304, 306, 309, 319, 349, 352, 362, 364, 369, 381, 382, 420, 421, 422, 427, 432, 463, 466, 477, 480, 486, 487, 489, 497, 499, 500, 501, 505, 506, 507, 515, 527, 528, 530, 534, 581, 582, 583, 601, 613, 617, 625, 629, 639, 649, 651, 655, 661, 672, 677, 679, 681, 685, 692, 698, 702, 706, 707, 709, 712, 713, 722, 727, 730, 733, 735, 736, 743, 752, 758, 761, 771, 777, 784, 788, 793, 795, 819, 823, 825, 826, 833, 845, 849, 867.

RELIGION

Articles and Periodicals

269. Davidson, Glenn O., and Kreul, Randolph W., Jr. Pastoral care and community mental health. *AMHC Forum,* 23(3):89–92, 1976.

Describes a community mental health program in Fond du Lac County, Wisc., which uses the services of a pastoral counselor. The functions of the pastoral counselor include providing case consultation and educational programs to the clergy.

270. McKeever, Daniel A. Personal religious history as a pastoral tool. *Pastoral Psychology,* 24(228):65–75, 1975.

Describes use of a client's personal religious history as a diagnostic tool by a minister or counselor. The possibility of the pastor's consultation and collaboration with other professionals is also considered.

271. Smith, Harmon L. The minister as consultant to the medical team. *Journal of Religion & Health,* 14(1):7–13, January 1975.

Proposes that "interprofessional colleagueship" is possible and necessary in medical services today for at least two major reasons: (a) it is no longer possible for any one discipline to deal responsibly with the full range of human affairs; (b) a new type of openness toward collaboration has been observed in medical and other circles that sometimes actively solicits input from other disciplines.

272. Wilson, A. John III. The role of religion in psychiatry. *AMHC Forum,* 28(3):85–88, 1976.

The pastoral services at Moccasin Bind Psychiatric Hospital in Chattanooga, Tenn. illustrate the proposed role and functions. Major services offered include consultation to hospital staff members concerning the religious issues of mental health.

See also: 384.

SOCIAL WORK

Books

273. Kadushin, A. *Consultation in Social Work.* New York: Columbia University Press, 1977.

Reviews the history and current situation of consultation in social work and analyzes the differences between consultation and other processes with which it may be confused, i.e., supervision, collaboration, and staff development. Situations encountered by social workers as consultants and consultees are specified, and the consultation process and the sequential steps from contact through termination are analyzed. Evaluation studies of consultation are reviewed.

Articles and Periodicals

274. Brough, Douglas; Collison, Martin; Stigler, Martha; and Bowden, Roger. The role of the social worker: Part II. *Social Work Today* (Birmingham), 8(40):7–10, 1977.

Discusses the development and organization of a multidisciplinary consultation team for an area in England with inadequate inpatient and outpatient psychiatric facilities, examines the role of the team social worker, and presents two illustrative case reports.

275. Burnett, Bruce B.; Carr, John J.; Sinapi, John; and Taylor, Roy. Police and social workers in a community outreach program. *Social Casework,* 57(1):41–49, 1976.

Describes the cooperative efforts of police and social workers in a community outreach program. Background data are given along with details on staffing, consultation, procedures, roles, and results.

276. Carter, Bryan D. School mental health consultation: A clinical social work interventive technique. *Clinical Social Work Journal,* 3(3):201–210, Fall 1975.

Describes the process of providing mental health consultation. Defined as the provision of indirect services by a mental health professional to a broad variety of community caretakers, consultation in the school is the focus of discussion. Steps in the process are elaborated, with attention to the role of the consultee. The importance of preparing social workers to be effective mental health consultants is stressed.

277. Harris, Gloria. Case analysis: Consultation and counseling. *Elementary School Guidance and Counseling,* 10(2):123–130, 1975.

Describes the procedures used by a school social worker in working with a 10-year-old boy unwilling to do school work and disruptive in class.

278. Highfill, Thomas J, and Anderson, Richard J. The social work function in the Early Help Program for preschool handicapped children. *Child Welfare,* 54(1):47–52, 1975.

Describes the diagnostic and consultative functions of the social worker in the Project Early Help, a program to diagnose handicapped children and provide prescriptions to minimize learning disabilities.

279. Moss, Alice F. Consultation in the inner-city school. *Social Work,* 21(2):142–146, March 1976.

Presents a conceptual framework for social work consultation in an inner-city school. Three major dynamic concerns of the educator—self-esteem, effectiveness of aggression, and ego integrity—are identified and discussed. It is considered paramount for effective intervention that social workers have an emotional understanding of each of these concerns.

280. Raymond, Frank B. Consultation as a mode of field instruction. *Journal of Sociology and Social Welfare,* 3(5):565–577, May 1976.

Describes a new model of field instruction for social work education based on a consultation model. A faculty-based field instructor serves as a consultant to a student placed in a community agency.

281. Stine, Bradley A. Social work and liaison psychiatry. *Social Work in Health Care,* 1(4):483–487, 1976.

Describes a liaison team of social workers and psychiatrists that uses a generic, multidisciplinary, crisis intervention approach to mental health consultation to facilitate humane and comprehensive, yet cost-effective, care for the medically indigent.

282. Woods, T.L. Social work consultation and student training in day care centers. *Child Welfare,* 52(10):663–8, 1973.

Discusses social work functions in daycare centers, such as working with teachers and parent education, which are in addition to direct service to children and families. Opportunities available in daycare centers and nursery schools for social work training are explored.

See also: 28, 29, 137, 319, 334, 354, 361, 381, 443, 480, 484, 716.

ADDITIONAL MENTAL HEALTH CONSULTANTS

Books

283. Dorens, Lela A. *Consultation in the Community: Occupational Therapy in Child Health.* Rockville, Md.: American Occupational Therapy Association, 1973.

This group of papers was compiled as a resource for individuals concerned with the role and function of occupational therapists in community mental health care. In shifting from a primary medical mode of intervention to a health care model of occupational therapy, the role of the therapist has been extended to include indirect treatment, consultant, and supervisory functions. Background information regarding the impetus for this change in emphasis is presented, and papers reporting demonstration models of the role of occupational therapists in community programs are included.

Articles and Periodicals

284. The American Dietetic Association. Position paper on the role of the registered dietician in consultative services to group care facilities. *Journal of the American Dietetic Association,* 67(6):579–580, December 1975.

Defines qualifications for the registered dietician consultant and outlines the functions he/she performs.

285. Aronson, Susan S. Health consultation in child care: In: Auerbach, S., ed. *Child Care: A Comprehensive Guide.* New York: Human Sciences Press, 1976. pp. 120–140.

Examines the health consultant's role as a member of the child care support team, emphasizing that the consultant is faced with a variety of challenges depending on the particular program and its needs, resources, and outlook.

286. Cowen, Emory L.; Toost, Mary A.; and Izzo, Louis D. Nonprofessional human-service personnel in consulting roles. *Community Mental Health Journal,* 9(4):335–341, Winter 1973.

Four nonprofessionals (housewives), each with 6 years of prior experience as a child aide in a school mental health program for early detection and prevention of school maladaptation, assumed consultative responsibilities in an expanded project involving 12 schools and 60 child aides. The nonprofessional consultants engaged in a variety of functions, including aide, child, and professional team serving, as well as administrative and research activities. Consultants were most effective, most satisfied, and contributed most to programs in roles that directly tapped their own prior school experiences, rather than when used simply as an "extra pair of hands."

287. Frederick, Virginia; Fretta, Nancy; and Levin-Frank, Susan. Women mental health consultants: Cutie pies or libbers? *Psychiatric Opinion,* 13(1):26–32, January 1976.

Cultural stereotyping can be a defensive response by the consultant or consultee to anxiety created in initiating a mental health consultation. Professional women can be challenged on their femaleness as well as on their credentials or expertise. These challenges can range from angry questioning about competence to sexual suggestiveness and avoidance. Severe identity questions can be raised. At times the professional woman may internalize her cultural conflicts. At other times, she may rebel, or "play the game" in an attempt to survive the stereotype. This can compound the difficulty in setting up a consultation relationship in which equality is necessary for success. Three illustrative cases are supplied.

288. Owen, C.M. Intercultural views on American consultation in Japanese occupational therapy schools. *American Journal of Occupational Therapy,* 31(8):505–511, September 1977.

Explores the nature and effectiveness of difficulties experienced by American therapists in the consultation process developing occupational therapy schools in Japan. Subjects recommended Americans be better prepared for the assignment with regard to Japanese language and lifestyle.

289. Rogers, Ken. Notes on organizational consulting to mental hospitals. *Bulletin of the Menninger Clinic,* 37(3):211–231, May 1973.

Discusses the role of the consultant as a specialist, the theoretical concepts used, and the practical approaches. Procedures in the formulation of a diagnosis of an institution's problems are presented. It is noted that organizational conflicts are often embedded in an "organizational unconscious" and that diagnosing the unconscious of an institution requires a different kind of expertise than that traditionally provided in a professional mental health training.

290. Sandler, Irwin N.; Duricko, Allen; and Grande, Lois. Effectiveness of an early secondary prevention program in an inner-city elementary school. *American Journal of Community Psychology,* 3(1):23–32, 1975.

Describes the adaptation of an early secondary prevention program to an inner-city elementary school. The program uses nonprofessional workers as the primary helping agents with maladapting children and involves consultation with classroom teachers.

291. Schroder, Marjan. The shadow consultant. *Journal of Applied Behavioral Science,* 10(4):579–594, October–December 1974.
Discusses the reciprocal responsibilities of the consultant and of the shadow consultant—a consultant who, at the request of a colleague and through a socioscientific approach in mutual discussions, evaluates the diagnosis, tactics, or role adopted in a certain assignment—and the possible pitfalls encountered by each in relation to the client.

292. Shochet, Bernard R. The role of the mental health counselor in the psychiatric liaison service of the general hospital. *International Journal of Psychiatry in Medicine,* 5(1):1–16, Winter 1974.

Describes the role and function of the mental health counselor. Specific functions, e.g., screening new admissions and case findings, are documented by case examples. Numerical analyses further illustrate the use of the counselor in a general hospital.

293. Stent, Madelon Delany. "Researchers, Consultants and Urban Schools: A Black Perspective." Paper presented at the American Educational Research Association Annual Meeting, New Orleans, La., Feb. 25–Mar. 1, 1973. (EDRS)

Racial identity and its meaning are as necessary to the black researcher as are the tools of his profession. With the rise in racial awareness, identity, and pride in Afro-Americans, there has been concurrent understanding of the hypocritical values which are transmitted through education, and a growing repudiation of them. There must be a concerted effort within education to use the minority professional as a key to institutional change. Through minority consultants and researchers, different educational needs can be recognized, customized programs designed, and evaluations relative to varying needs conducted. Black teachers and researchers, unhappy with the kinds of tests and personality inventories which are available for use with black children, must be willing to devise their own methods of assessment. The second step of seeking approval from the profession is a necessary and essential one. As most black professionals have competence through knowledge of their white peers' operational difficulties in achieving reform, they can and must also serve as catalysts, interpreters (of white values to blacks), researchers, consultants, and program analysts. Black consultants and organizations must establish themselves as reservoirs of talent, knowledge, and insight in establishing creative ways to develop, test, and "spot the bugs" in new programs as they operate in urban schools. Black scholars must challenge those who cling to the supremacy of their "scientific" authority. (abs.)

See also: 106, 113, 294, 328, 330, 358, 384, 411, 421, 445, 643.

Consultees by Consultative Settings

This section includes 152 entries which describe a mental health consultation intervention in a particular consultative setting. Eleven setting categories are represented in the recent literature, including: correctional agencies; cross-cultural and international settings; educational and early childcare settings; geriatric settings; governmental settings; hospitals and health agencies; industrial and business settings; military settings; minority settings; religious settings; and social agencies.

Recent literature included within this section indicates that mental health consultation continues to be applied in an increasing number of settings, although the majority of interventions still occur in educational and health-oriented environments. In addition to the extension of consultation to a variety of settings, recent literature also suggests that the levels of intervention continue to expand beyond the case-oriented intervention to interventions aimed at the service provider(s), the administrator(s), the organization, and the community. Multilevel interventions also appear more frequently in the literature, especially in educational and early childcare settings. Both trends reflect an increased focus on environmental variables which have an impact on the mental health functioning of the individual, the group, the organization, or the community.

CORRECTIONAL AGENCIES

Books

294. Cohen, Robert; Sprafkin, Robert P.; Oglesby, Sidney; and Claiborn, William L. *Working With Police Agencies: The Inter-relations Between Law Enforcers and the Behavioral Scientist.* New York: Human Sciences Press, 1976.

Presents a collection of 12 papers by social scientists and police on conceptual issues and programs related to cooperation between the two fields. Topics include the role of social scientists as consultants, programs in crisis intervention and community relations, and performance assessment methods.

295. Mann, P.A. *Psychological Consultation With a Police Department: A Demonstration of Cooperative Training in Mental Health.* Springfield, Ill.: Charles C. Thomas, 1973.

best copy available

Describes a 2-year demonstration project in psychological consultation to the police department in Austin, Tex. The origins of the project, its theoretical background, and the consultative techniques used in training the policemen are presented. Data on the evaluation given the project by members of the police department, evidence for the survival of this form of activity beyond the demonstration period, and specific changes visible to policemen themselves are reviewed.

Articles and Periodicals

296. Clements, Carl B. The school relations bureau: A program of police intervention. *Criminal Justice and Behavior*, 2(4):358–371, 1975.

Proposes a general rationale for police juvenile delinquency prevention/diversion program and describes a 3-year project in which police were assigned to schools. Program features included supervision and consultation by a full-time psychologist.

297. Fersch, Ellsworth A. The approach of the court clinic in the probate court. *International Journal of Offender Therapy and Comparative Criminology*, 20(2):178–182, 1976.

Presents views on the role that the court clinic should assume in probate court. It is emphasized (a) that it is unrealistic, in light of present legal requirements for divorce, to set honesty as a goal in court clinic diagnostic work; (b) that the court clinician should present to the judge his/her opinion concerning which parent should be awarded child custody; and (c) that the court clinician ought to spend less time in diagnostic evaluation and more time in facilitating implementation of the judge's decision.

298. Kin, Yeung Kai. Psychiatric consultation for the court. *Hong Kong Journal of Mental Health*, 4(2):19–22, 1975.

Discusses the use of psychiatric consultation in courts of law and notes the growing tendency for courts to refer cases for psychiatric evaluation. The nature and aims of psychiatric/legal consultation are contrasted with those of traditional consultation between physicians.

299. Frederick, Virginia; Coltrane, Frances; and Griffith, Lewis. Developing a partnership between a court and community agencies to reduce involuntary commitments. *Hospital and Community Psychiatry*, 27(10):689–692, October 1976.

Describes a joint effort by the local court system in Fairfax County, Va., and mental health officials in that jurisdiction to reduce the number of involuntary commitments to mental hospitals in that state. Since the law required that a commitment hearing be held for a person thought to be mentally ill, mental health consultants sat in on the interviews of each prospective petitioner to offer individual case consultation to the judge, to start dialog between the judges and mental health agencies, and to increase the consultants' understanding of the legal dimensions of the commitment procedures. Community mental health agencies later participated in this "educational" procedure, and as a result (a) judges began making referrals to community agencies, and the agencies began working out plans to serve those referred; (b) the county division of alcohol services made emergency services available to individuals with alcohol-related problems; and (c) the court referred individuals who were allegedly mentally ill to two community mental health centers for an emergency evaluation before legal consideration. Use of this procedure and changes in the law reportedly decreased involuntary commitments in the county by 40 percent.

300. Gluckstern, Norma B., and Packard, Ralph W. The internal-external change-agent team: Bringing change to a closed institution: A case study on a county jail. *Journal of Applied Behavioral Science,* 13(1):41–52, January-March 1977.

Presents a case study that represents a collaborative change effort between a corrections system and education. At the request of the sheriff of the Berkshire County (Mass.) House of Corrections, the University of Massachusetts staff was brought into the institution to function as a catalyst for changing the otherwise hostile and indifferent environment into an environment where staff and inmates worked together to facilitate reintegration into the community.

301. Kupers, Terry A. Contact between the bars: A rationale for consultation in prisons. *Urban Health,* 5(1):38–39, 1976.

A proposal is made for mental health professionals from outside the prison system to consult with prisoners in an effort to bridge the isolation and lessen the mental strain experienced by prisoners. It is contended that mental health staff in prisons, acting as "keepers," often diagnose behavior that deviates from model-prisoner type as pathology.

302. Lacoursiere, Roy B. Mental health consultation in a law school clinic. *American Journal of Psychiatry,* 134(12):1422–1424, 1977.

Describes mental health consultation with legal interns in a law school clinic and the unique characteristics of this setting.

Various types of consultee-centered consultation and direct and indirect client-centered consultation are discussed.

303. Lovitt, Robert. Psychological consultation to a police training academy: Problems and opportunities. *Community Mental Health Journal,* 12(3):313–319, Fall 1976.

It is argued that, because police departments are systems of social regulation affecting the lives of many citizens, psychological instruction to trainees can increase the armamentarium of police techniques in dealing with civil disturbances. Such instruction must be cognizant of attitudinal resistances toward new police instructors, particularly those with an intellectual or university orientation. It is suggested that crisis situations that are handled by a proper balancing of coercive and negotiation types of techniques generate the most effective solution to disturbance situations. An approach is offered for effective teaching of a balanced-coercive alliance model. In this approach, the police officer makes an unbiased assessment of a citizen's behavior and then determines legitimate goals and specific techniques for carrying out negotiations.

304. McPherson, Sandra B. Professional psychology as a part of legal aid. *Professional Psychology,* 7(3):285–291, August 1976.

Describes how, as a response to a request by the Legal Aid Society of Cleveland, the local psychological association developed a panel of members willing to volunteer service in legal cases requiring the expertise of a psychologist. Analysis of records kept and responses of psychologist and attorney interviews conducted at the end of the project indicated that the project had been successful. Thirty-two cases were served in a variety of ways, ranging from brief telephone consultations to assessment, consultation, and courtroom testimony. As a confirmation of the project's success, statistics on the use of panel psychologists on a paid basis over a subsequent 6-month period indicated continuing desire for service.

305. Musante, Gerard, and Gallemore, Johnnie L. Utilization of a staff development group in prison consultation. *Community Mental Health Journal,* 9(3):224–232, Fall 1973.

Describes a staff development group which emerged as the key element in a new consultative program in a State correctional facility unaccustomed to such services and employing individuals with diverse backgrounds. Group behavior was described and interviews conducted prior to and after the group meetings were analyzed. Generally the staff become more "group oriented" and much less negative about the facility and their jobs. Experience with the group alerted the consultant to possible directions for future program development in the unit. It is concluded that the training of the mental health professional provides excellent preparation for this type of consultative activity.

306. Price, Susan, and McCreary, Charles. Mental health consultation for a clinical law training program. *Journal of Community Psychology*, 4(2):168–173, April 1976.

Describes a mental health consultation program which attempted to develop an innovative and productive relationship between psychologists and the legal system. The goal of the consultation was to increase the ability of law students to be more sensitive and responsive to their clients' complex psychosocial problems. The consultation focused on enhancing the skills of law professors to teach basic interviewing techniques and to integrate these techniques into a model for legal counseling which is more responsive to the clients' total needs. Significant differences between legal and psychological counseling are described, and areas for future consultation by community psychologists are identified.

307. Reddy, W.B. and Lansky, L.M. Nothing but the facts—and some observations on norms and values: The history of a consultation with a metropolitan police division. *Journal of Social Issues*, 31(1):123–139, 1975.

Describes a case study of an initial intervention in a large municipal police division. The program, designed and conducted by a biracial staff, followed an experience-based learning format in sharp contrast to the quasi-military traditional learning format of the police division. Focus is placed on the value and norm conflicts between change agent and the power structure of the police system.

308. Sebring, Robert H., and Duffee, David. Who are the real prisoners? A case of win-lose conflict in a state correctional institution. *Journal of Applied Behavioral Science*, 13(1):23–40, January-March 1977.

Discusses the authors' attempts to intervene in win-lose conflict situations that developed among prison staff at a State correctional institution and between the prison staff and an outside educational organization funding the vocational educational program. The authors present the symptoms of organizational paranoia that develop, discuss the organizational antecedents peculiar to a corrections system and a State bureaucracy, and outline the approach used to address the conflict, as well as its abrupt termination. The relative merits of consultant consensus and dissensus (power-coercive) approaches are discussed; and some suggested strategies for consultants in conflict situations are presented. It is concluded that there is a point where traditional consensus approaches to change are not effective, and dissensus approaches must be used. It is recommended that consultants consider the residents and taxpayers as the clients, therefore the real losers in such a conflict.

309. Shellow, Robert S., and Newbrough, J. R. Working with the juvenile police—a possible role for the psychologist in community mental health. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation*. Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 49–60.

Describes a working relationship between two psychologists in a community mental health agency and the six juvenile officers of a local police department by illustrating what specifically transpired over a 2-year period of participant observation, and articulating insights resulting from these field observations.

310. Teese, Charles F., and Wormer, James. Mental health training and consultation with suburban police. *Community Mental Health Journal,* 11(2):115–120, 1975.

Discusses the keys to success in a community mental health consultation and education program with 10 suburban police departments. The program has helped foster the development of an awareness of mental health issues on the part of police officers and increased orientation toward prevention.

311. Walsh, Joseph A., and Witte, Pamela G. Police training in domestic crises: A suburban approach. *Community Mental Health Journal,* 11(3):301–306, 1975.

Describes an intervention method to develop joint police/mental health programs with seven suburban police departments. The program including a seminar on family crisis intervention, resulted in numerous new requests by police for mental health consultation.

312. Weber, Carlo A. Mental health consultation with legal aid services. *Professional Psychology,* 7(3):280–284, August 1976.

Notes that psychiatry and the legal profession have characteristically interacted around criminal procedures; there are few recorded instances of contact on civil cases. The Los Angeles County Mental Health Services initiated a program of consultation with the Legal Aid Foundation for the purpose of reducing client emotional distress during crisis and of facilitating the disposition of cases. It was felt that consulting with attorneys dealing with welfare clients in personal life crises with great potential or emotional upset offered a classic, if neglected, opportunity for crisis-oriented, case-centered mental health consultation. The article describes the stages of negotiating the program, assessing content of typical cases, and identifying preliminary outcomes on a set of evaluation questionnaires.

313. White, Stephen L. Providing family-centered consultation to a juvenile court in Massachusetts. *Hospital and Community Psychiatry,* 27(10):692–693, October 1976.

Describes a program of the Cambridge (Mass.) Court Clinic which provides family-centered consultation to the district juvenile court. Specifically, the clinic works with the families of youthful offenders through probation officers and judges as a means of preparing a family for a clinic referral and to reduce the probability of an adjustment problem in the offender's siblings. When judges are unavailable for consultation, clinic personnel communicate with them through mailed pamphlets, reprints, memos, and other written materials. This approach resulted in a marked increase of referrals to the court clinic for family evaluations and therapy.

See also: 65, 75, 210, 215, 222, 252, 262, 275, 480, 559, 581, 582, 690.

CROSS-CULTURAL AND INTERNATIONAL SETTINGS

Articles and Periodicals

314. Aleksandrowicz, Dov. R. The psychiatrist in national emergency. *American Journal of Psychoanalysis,* 34(1):85–90, 1974.

Examines the role of psychological factors in international conflict and the applicability of psychiatric knowledge to the prevention of war. Decisions leading to the 1967 war between Israel and the Arab States are analyzed, and it is concluded that there was a collective failure of leadership on both sides. Three ways in which psychiatrists can help leaders deal with future crisis situations are suggested: (a) teach them about group and organizational behaviors, (b) offer personal counseling to individual leaders, and (c) provide psychological consultation during decisionmaking conferences. It is hypothesized that the last will prove the most effective.

315. Atcheson, J.D., and Malcolmson, S.A. Psychiatric consultation to the Eastern Canadian arctic communities. In: Shephard, R.J., and Itoh, S., eds. *Circumpolar Health*. Toronto: University of Toronto Press, 1976. pp. 539–42.

Identifies the general and specific problems of providing psychiatric consultation to an arctic community. Problems of evaluation, epidemiological studies, and research into mental health disorders in the arctic communities are also discussed.

316. Bousquet, Jacques. Experts under fire. *Prospects,* 6(4): 595–602, 1976.

Presents criticisms from the perspective of Third World citizens of educational experts providing technical assistance to developing nations and reasons for the decline in their esteem since 1950. The various roles of such experts and the prospects of improving the forms of technical assistance are discussed.

317. Harris, W., and Jack, A. Educational consultancy and advice. *Convergence,* 7(4):50–55, 1974.

The author reflects on some of the personal and technical problems inherent in cross-cultural consultancy work. His experiences as a participant in a team working for an international agency in the field of overseas educational development in an Asian country are described.

318. Hilliard, Asa Grant. A helping experience in African education: Implications for cross-cultural work. *Journal of Non-White Concerns in Personnel and Guidance,* 2(3):133–144, April 1974.

The author gives a detailed account of the Monrovia Consolidated School System that was begun by Liberian and American Educational Planners in 1962. The focus is on the development of a helping relationship between Liberian workers and the consulting team from San Francisco State College.

319. Lien, Jan B. Socio-psychiatric consultation to multiprofessional groups in rural communes of the county of Akershus: Prospects of primary and secondary prevention. *Acta Psychiatrica Scandinavica* (Kobenhavn), Supplement 265:14, 1976.

Presents a summary of the experiences of a psychiatrist, assisted by a psychiatric social worker and a child psychologist, who consults with a group of local professionals who service four rural communes with a population of 9,000 to 18,000.

320. Mehryar, Amir, and Khajaui, Farrokh. Some implications of a community mental health model for developing nations. *International Journal of Social Psychiatry,* 21(1):45–52, 1975.

Suggests that a community mental health model will best serve the increasing mental health needs of developing nations. Such aspects of the model as community involvement, extension of professional resources through consultation, and utilization of nonprofessional manpower are of particular relevance.

321. Thorne, Melvyn C. Decision making theory: A consultant's guide to getting technical information used. *Health Education Monographs*, 3(4):372–384, Winter 1975.

The author views the true test of consultation as improved decisionmaking by the consultee and examines the consultee's decisionmaking process in order to find areas in which the consultant should and should not properly intervene. Seven characteristics of developing nations which affect decisionmaking are described.

322. Urion, Carl. Professional Resource Persons and the New Interculturalists, May 1974. (Not available separately, see ED094922 #RC008075.)

Discussing the professional expert involved in local projects, the paper examined the dilemma of trying to find the proper place for this resource person in the many community-based, action-oriented curriculum development projects being developed for native peoples. The three broad categories of involvement are social, administrative, and technical. This paper discusses the technical level of involvement and its implications for administration of local projects. In this day of local control and relevant curriculum, the only role of a professional resource person is that of technician. Unfortunately, that is not the role he has assumed. In local projects, the professional resource person is given the job of translating the desires of the locality, as expressed to him, into a proposal for funding. Even though the resource person may not name himself as an administrator, the importance accorded the professional is commensurate with his vision of his own contribution. But the role of the expert and/or specialist is changing—the "new interculturalist" is essentially a translator and facilitator, an expert who brings the technical expertise to bear on the local situation in just the measure of its applicability as defined by the locality. There is a body of young native people who know enough about the various disciplines that they can take on the job of administration and evaluation of the competence of experts in light of community goals. (abs.)

323. Westermeyer, Joseph, and Hausman, William. Cross-cultural consultation for mental health planning. *International Journal of Social Psychiatry*, 20(1-2):34–38, 1974.

Analyzes four separate cross-cultural consultation cases in which the consultant, consultee, or target population are of different ethnic origin before making recommendations for effective cross-cultural consultation.

324. Yanoov, Binyamin. Community consultation: Crisis intervention at the community level. *International Social Work* (Bombay), 20(1):43–50, 1977.

Describes preventive and curative community crisis intervention services offered by Bar-Ilan University following the Yom Kippur War. Presents guidelines for the community consultant in a crisis situation.

See also: 75, 121, 135, 155, 162, 181, 182, 183, 193, 214, 233, 241, 260, 274, 288, 298, 343, 411, 442, 444, 500, 501, 563, 726, 819, 842, 843, 844, 846, 854.

EDUCATIONAL SETTINGS

Early Childhood and Preschool Settings

Articles and Periodicals

325. Allegheny County Schools, Pittsburgh, Pa. "A Plan for Educational Consultant Services for Preschool Handicapped Children. Final Report." Pittsburgh, Pa.: Exceptional Children's Program, June 1974. (EDRS)

Presented is the final report of a 1973–74 Title VI project which provided educational consultant services for approximately 67 preschool handicapped children in Allegheny County, Pa. Explained is the project's use of a medical, psychosocial, educational team approach to provide parent education, and teaching of handicapped children in the home and in preschools throughout the county. Steering committee members, cooperating agencies, and information dissemination strategies are listed, and referral and assessment procedures are summarized. The major portion of the document consists of five appendixes containing the following information: a statistical analysis of project participants; a list of services provided (such as educational evaluation): examples of referral forms used and a summary of referral sources; assessment data from pre- and post-developmental evaluations; and summaries of parent and staff reactions to the project. (abs.)

326. Cubbage, Mary-Louise. Jottings of an early childhood consultant. *Health Education,* May-June 1976.

An early childhood education consultant reports on insights gained and issues raised in her work in group daycare centers. The types of assistance most frequently requested by staff were for help in improving communication among the caregiving team members, gathering resources, and creating a program more responsive to the needs of each child.

327. Epting, Rosemary. *TADS: Technical Assistance Development System.* Chapel Hill, N.C.: Technical Assistance Development System, North Carolina University, 1974. (EDRS)

Described is the Technical Assistance Development System (TADS), a component of the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill which offers support services to preschool demonstration centers for handicapped children in the First Chance Network. Discussed are the four types of services offered: child and parent programing, program planning and evaluation, community program development, and media and information. The delivery system is portrayed in five sequential, interrelated phases: program planning, including specific goals and outcome objectives; needs assessment; technical assistance agreements specifying schedules, responsibilities, and budgetary factors; delivery of services, including infield assistance (such as consultants and onsite training), inhouse assistance, and inprint assistance (including newsletters, manuals, and project information dissemination); and evaluation of the TADS assistance. Reviewed are procedures for making use of TADS services and a statistical summary of service delivery for 1971–72 and 1972–73, TADS responses to nine long-range objectives (including development of common program-planning format and identification and dissemination of usable program components) are listed. Discussed are such principles of organization and management of support systems as development of an authoritative base, confidentiality, and consultant/client compatibility. A directory of advisors and TADS staff is included. (abs.)

328. Fields, Suzanne. All in the family therapy: III. Day care: Another kind of problem. *Innovations,* 1(3):11, Summer 1974.

Discusses the role of the family therapist in the child daycare center. The mental health consultant can offer expertise to the surrogate mother in a family daycare situation.

329. Frank, Thomas, and Gordetsky, Sharon. Child-focused mental health consultation in settings for young children. *Young Children*, 31(5):339–344, July 1976.

Through balanced interaction between preschool staff and mental health consultants, staff are helped to understand specific children and develop ways of dealing with them which derive from staff's own observations and perceptions. Two case reports are presented. (abs.)

330. Greenspan, Stanley I.; Nover, Robert A.; and Brunt, C. Hal. Mental health consultation to early child care. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation*. Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 105–127.

Describes application of mental health consultation to early childcare programs, including infant daycare, family daycare, and center-based group daycare. Discusses attributes and skills of daycare consultants and the types of contributions they make.

331. Greenspan, S.I.; Nover, R.A.; and Brunt, C.H. The child psychiatrist and day care. *Journal of Child Psychiatry*, 15:108–130, 1976.

Presents a model developed in the context of consultation to an infant daycare center, a home daycare program, and the private center-based daycare setting.

332. Katz, Harvey P.; Sorrentino, Jean; and Rodriguez, Alejandro. Pediatric-child psychiatry team consultation in a community early childhood education center. *Young Children*, 28(4):237–243, April 1973.

Describes a 2-year experience with a consultation service which attempted to integrate health services at a privately financed early childhood education center. A case report by a pediatrician-psychiatrist team is provided.

333. Peters, Ann DeHuff. A plan for the health care of children. In: Auerbach, S., ed. *Child Care: A Comprehensive Guide*. New York: Human Sciences, 1976, pp. 104–119.

Presents a proposal for health consultation teams as a means of providing health care to children in childcare centers who, because of their generally lower socioeconomic levels, often suffer from health neglect. It is contended that the basic issue is one of education of service delivery personnel, parents, and caregiving adults in the needs of these children and sources of services to meet these needs.

334. Reid, Helen; Brown, Saul L.; Hansen, Yvonne; and Sperber, Zanwil. "Preventative Interventions for the Very Young: An Infant Consultation Service Interweaves Service, Training, and Research." Paper presented at the Annual Meeting of the American Orthopsychiatric Association, New York, May 29-June 1, 1973. (EDRS)

Described is an infant consultation service which provides preventive psychiatric intervention to the families of young children, training of professionals and paraprofessionals, and a research component. Reviewed are clinic experiences leading to the program and the underlying theory which stresses integration of familial and individual development. Described are varieties of counseling services offered such as group meetings for parents, intensive guidance in the mother-child relationship, and group meetings for both parents and children. It is noted that volunteer professional social workers needed training in areas such as understanding of family interactions and dynamic processes. Also explained is the training program for paraprofessionals, most of whom were selected from parents who had successfully completed a therapeutic program. It is reported that the previous patients experienced emotional difficulties during the training program and were not used as paraprofessionals. Aspects of the research component are considered including followup interviews of clients. Program evaluation is given to indicate that the Infant Consultation Service has led to 52 percent of cases receiving additional services, suggesting that the service provides early intervention which may well prevent more serious problems later. (abs.)

335. Shrier, Diane K., and Lorman, Steffi. Psychiatric consultation at a day care center. *American Journal of Orthopsychiatry*, 43(3):394–400, April 1973.

Describes a program of early identification and therapeutic intervention being developed at a daycare nursery. The program is carried out primarily by the nursery staff with the assistance of a consultant child psychiatrist. Advantages to the very young and disadvantaged child of mental health services offered within the school setting are discussed, and two brief case histories are reported.

336. Wawrykow, George M. "Special Services to Children with Special Needs." Houston, Tex.: Gulf Coast Community Services Association, 1977. (EDRS)

Presented are 18 papers developed by the Gulf Coast Consortium and intended to provide documentation of Head Start services to handicapped children. The first three papers provide an overview of the consortium with emphasis on the impact of Head Start programs on the language learning disabled child. Eight papers focus on the use of psychological service consultants in specific programs and the need for a research and evaluation component in the Head Start delivery system. Three papers concern speech, hearing, and language services. Four papers are written by Head Start directors and consider organizing, planning, and implementing a Head Start program for handicapped children. (abs.)

337. Weissman, Herbert N., and Steward, Margaret. Pre-school consultation: Follow-up intervention. *Journal of Community Psychology,* 1(4):379–382, October 1973.

Describes the efforts of a mental health center to provide psycho-educational consultation to a Title III preschool program. Emphasis was placed on approaches which make the best use of interdisciplinary resources. A model of follow-up intervention is presented.

See also: 70, 81, 251, 282, 285, 449, 527, 528, 558, 572, 645, 694, 738, 747, 758, 775, 800, 813.

Elementary and Secondary Schools

Articles and Periodicals

338. Cohen, Allan R., and Gadon Herman. Changing the management culture in a public school system. *Journal of Applied Behavioral Science,* 14(1):61–78, 1978.

Change in school systems often withers from lack of administrative support. The intervention described led to the creation of a new management structure for a public school system, with different decisionmaking processes, greater administration involvement, and increased commitment to the total system. On the basis of this consulting experience, a number of propositions for change agents have been formulated.

339. Cooper, Jo A. Application of the consultant role to parent-teacher management of school avoidance behavior. *Psychology in the Schools,* 10(2):259–262, April 1973.

Presents a case study of a 6-year-old girl who became physically ill and continually cried in school. The primary change agent was the girl's mother.

340. Dorham, Mary H., and Riker, Jerry. Resource program for behavior adjustment. Philosophy and purpose. Waterloo, Iowa: Black Hawk-Buchanan County Board of Education, 1973. (EDRS)

Described is a short-term resource program to help emotionally disturbed children achieve acceptable classroom behavior. It is explained that cooperation between the regular teacher and the resource teacher is achieved through flexible scheduling, use of assignments from the regular teacher in the resource situation, and various feedback procedures. Noted is the contingency contracting system to develop student motivation which involves daily evaluation in both the regular and resource classes. Included are forms used in the program such as a behavioral evaluation form, the resource room referral form, a behavioral checklist, and an assignment sheet. (abs.)

341. Dowd, E. Thomas, and Moerings, Bette J. The underachiever and teacher consultation: A case study. *School Counselor,* 22(4):263–265, March 1975.

Underachieving isolated students can be found in all schools and can provide a good opportunity for counselors to demonstrate the value of teacher consultation. (abs.)

342. Hamburger, Barbara W. Analysis of eleven school projects undertaken by community mental health consultants at the postgraduate center for mental health. *Transnational Mental Health Research Newsletter,* 18(2):2, 7–12, Summer 1976.

Discusses several school consultation projects conducted by postgraduate center trainees. Interventions include (a) clarifying communication channels; (b) introducing methods for mutuality in staff approaches to problems; (c) recognizing and developing individual skills; (d) establishing channels for continuous discussion involving school personnel, families, and community; (e) assisting administration in direct decisionmaking and in modeling respect for individual differences while maintaining standards; and (f) providing didactic information about students, family problems, psychodiagnosis, community resources, and cooperative work with parents. Consultants can help schools to solve common problems by developing needed skills and techniques through a collaborative process emphasizing mutual trust and openness within the entire school community.

343. Honna, Yukitoshi. Educational consultation about a child whose grades have declined. *Kyoiku Shinri* (Tokyo), 23(2):88–91, 1975.

Discusses guidance for children whose academic performance has declined and possible causes.

344. Hops, Hyman, and others. *CORBEH CLASS Contingencies for Learning Academic and Social Skills Program for Acting-Out Children: Manual for Teachers.* First Edition. Eugene, Oregon: Center at Oregon for Research in the Behavioral Education of the Handicapped, Oregon University, 1974. (EDRS)

A program which describes contingencies for learning academic and social skills (CLASS) is explained to involve an educational consultant training teachers of acting-out first and second graders to reinforce desired academic and social behaviors. Examined are the pre-intervention procedures of initial identification of acting-out students, agreement to participate in the program, and data collection. Major program components are identified, including summary charts, green point cards, response counters, praise, and scanning. Checklists for procedures to be implemented by the teacher on each of the program's 30 days are provided. Appendixes contain referral materials, program materials, and reference guides. (abs.)

345. Jenkins, Joseph R., and Mayhall, William F. Describing resource teacher programs. *Exceptional Children*, 40(1):35–6, September 1973.

Resource teacher programs designed to keep handicapped learners in the educational mainstream can be seen to differ across certain dimensions, though they should share some common standard attributes. (abs.)

346. Jenkins, Joseph R., and Mayhall, William F. *Dimensions and Attributes of Resource Teacher Systems Serving Handicapped Learners.* Las Cruces, N.M.: Southwest Regional Resource Center, New Mexico State University, 1973. (EDRS)

Resource teacher systems serving learning disabled children are discussed in terms of the varying dimensions of type of service (direct versus indirect), diagnostic/prescriptive orientation (ability versus skill), and delivery (resident versus itinerant). Individual resource programs are thought to vary on the dimensions due to intransigent factors such as incidence of handicapped children or rural locale. Standard minimal attributes of any resource system are given to be the clear specification of objectives, regular and public progress measures, a commitment to and management of individualized instruction, and optimism. (abs.)

347. Kirschner, Neil M., and Levin, Louis. A direct school intervention program for the modification of aggressive behavior. *Psychology in the Schools,* 12(2):202–208, 1975.

Outlines an intervention program for the modification of aggressive behavior. Gains maintained by subjects after graduation from the program were in part due to continued consultation with teachers and parents.

348. Kolvin, I.; Garside, R.F.; Nicol, A.R.; MacMillan, A.; and Wolstenholme, F. Maladjusted pupils in ordinary schools. *Special Education Forward Trends,* 3:15–19, 1976.

Describes a research program that aims to prevent and treat maladjustment or psychiatric disorders in children. Mental health specialists placed in schools used the following treatment modalities: (1) parent counseling and teacher consultation; (2) group counseling; (3) nurture work; and (4) behavior modification.

349. Meyers, Joel, and Pitt, Norman W. A consultation approach to help a school cope with the bereavement process. *Professional Psychology,* 7(4):559–564, November 1976.

Argues that school personnel may intervene appropriately and effectively to help children cope with exposure to death and the experience of bereavement. During school vacation one of the 6th grade boys in a parochial school died in a tragic accident. One month later a second boy was fatally injured in a car accident. Several new behaviors were then observed among the children—disruptive classroom behaviors, bomb scares initiated by a few students, superstitious rumors that a third child would die, and fantasies engaged in by 1st and 2nd graders who reported seeing parts of the dead children's bodies. A psychological consultant and the school principal agreed on a teacher workshop whose segments dealt with (a) student feelings, (b) the process of mourning, (c) teacher feelings, and (d) recommendations. It was recommended that the teachers encourage—but not pressure—the students to express their feelings. One indication of the success of the program was the teachers' open reaction when they were asked to express their personal feelings about the deaths. Their reactions included guilt, anger, and sadness. Another source of evidence was the reduction of teacher complaints about discipline problems.

350. Murphy, Stephanie. Report on a consultation and intervention program to help emotionally disturbed children and their teachers. *Innovations,* 1975.

Describes a consultation and intervention program in the Bronx for children 6 to 15 unable to function in a regular classroom situation. Special emphasis is placed on improving the child's ability to function in groups.

351. Nir, Yehuda. Consultation to schools in poverty. *Child Welfare*, 52(7):425–430, July 1973.

The most difficult method of consultation to schools in socially and economically disadvantaged neighborhoods is administrative consultation on centered programs and related to community issues. Yet it is an essential approach in dealing with the children's learning disabilities. (abs.)

352. Pollack, Donald. Consultation in a public school for the severely retarded. *Education and Training of the Mentally Retarded*, 8(4):181–186, December 1973.

Describes a successful 2-year program in a new school for the severely retarded, in which a consultant worked ½ day each week with the staff to help solve many severe problems. The consultant's active role in helping the staff establish new behaviors is emphasized. Therefore, the consultant reached the children indirectly through the staff. The problems of the system became the focus. Crisis theory and intervention were integral parts of the task. As a desired end result, the consultant became unnecessary.

353. Ponce, Danilo E., and Lee, Vincent. Intraethnic violence in a Hawaii school: A mental health consultation experience. *American Journal of Orthopsychiatry*, 47(3):451–455, 1977.

Focusing on the role of the consultant in helping students and school administrators, the dynamics of a violent confrontation between local born and immigrant Filipino students in a Hawaiian high school are explored.

354. Prunty, Howard E.; Singer, Terry L.; and Thomas, Lindsay A. Confronting racism in inner-city schools. *Social Work*, 22(3):190–194, May 1977.

Traces the development of an approach used by a mental health consultation project in openly confronting the racial friction and discriminatory practices in a junior high school in Pittsburgh. Consultants were in the school 4 days/week where, along with both staff and students, they emphasized (a) the prevention of mental health problems, focusing on the developmental stages of the junior high school child; (b) cultural and racial factors affecting the middle-school child; and (c) institutional racism.

355. Sapp, David N. "DPT/CT: A Realistic Answer for Preventive Special Education Services in Rural School Setting." Paper presented at the 55th Annual International Convention, The Council for Exceptional Children, Atlanta, Ga., April 11–15, 1977. (EDRS)

The consulting teacher program involving the use of special classes and resource rooms, which serves mildly to moderately handicapped students in Griggs, Steele, and Traill Counties in North Dakota, a rural school district, is described. Outlined is the service design model consisting of 11 steps: referral, observation, initial parent contact, referral conference, diagnostic teaching, planning conference, educational plan summary, teaching learning plan, implementation, classroom teacher evaluation, and program evaluation and recommendations. (abs.)

356. Schild, Judith S.; Scott, Carla B.; and Zimmerman, D. Jane. The child welfare agency as school consultant. *Child Welfare*, 55(7):491–500, August 1976.

Describes the School Consultation Program offered by the Jewish Children's Bureau to the special education personnel (special education teachers, school psychologists, and school social workers) of four elementary schools in a suburban school district. Focus in the paper is placed on four specific aspects of the program: (a) assisting the school in collaborating with other professionals, (b) helping school personnel identify limits to intervention, (c) developing a psychosocial educational plan, and (d) establishing models or working with group process. It is concluded that school consultation is a viable means of combining child welfare expertise with educational skills to increase the opportunity for troubled children to learn. Child welfare services are thus brought directly into the community.

357. Sedlacek, William E., and Brooks, Glenwood C., Jr. *Racism in the Public Schools: A Model for Change*. College Park, Md.: Cultural Study Center, University of Maryland, 1973. (EDRS)

As many interracial problems and issues are focused upon in the general society and in the education system, increasing numbers of counselors, educators, personnel workers, and the like are being called upon to provide assistance. The Cultural Study Center at the University of Maryland, College Park, has developed an approach to working with racism in educational institutions which may prove useful to others attempting change in this area. The model is aimed primarily at changing whites or white-oriented institutions. To demonstrate the model, the approach used in two different Maryland school systems is discussed and evaluated. One program was conducted for a large suburban system, with more than 160,000 students enrolled, which had had many racial incidents and problems over the years and was expecting a court-ordered desegregation plan to go into effect shortly after the conference was held. A 2-day conference for 91 key central office staff and supervisors was held. The second conference, lasting for 2½ days, was held for 36 principals, vice principals, and some central office staff of a small, primarily rural system with 17,000 students. This system was just beginning to have increasing numbers of blacks enrolled in their schools as a city's suburbs pushed outward and had had the beginnings of relatively mild confrontations between blacks and whites. (abs.)

358. Stiller, Alfred. Presenting: The consultant to counselors. *School Counselor,* 21(5):342–349, May 1974.

Describes an existing need in various educational settings for a consultant for counselors. The functions of a consultant to counselors, as well as his use, competencies, and training are presented. He is characterized by the expertise, personal distance, and impartial interest he displays in assisting a counselor-consultee. A typical consultant may offer consultative, inservice training, communication, information resource, and program development services to the counselors he serves.

359. Weinberger, Gerald; Leventhal, Theodore; and Beckman, George. The management of a chronic school phobic through the use of consultation with school personnel. *Psychology in the Schools,* 10(1):83–88, January 1973.

Describes how a specific theory can be used in the treatment of school phobia. The theory assumes that the phobic child has an unrealistic self-concept, overevaluates his capabilities, and is hypersensitive and controlling. A case study is presented to demonstrate the efficacy of the theory.

360. Yandell, Wilson; Freeman, Robert; and Larsen, George. "The School Unit as a Changing Teaching-Learning Environment: Joint Consultation by a Mental Health Consultant and Curriculum Specialists." Orinda, Calif.: Diablo Valley Education Project, April 1974. (EDRS)

To promote change in teaching about conflict and war, a Mt. Diablo, Calif. Unified School District elementary school established an ongoing consultation program for considering teacher values and curriculum content. The plan called for a collaborative effort in combining the methodology of mental health consultation with resource persons familiar with social studies curriculum and inservice teacher training. Consultation meetings with faculty, principal, and consultant team occurred twice a month for 7 months. The process of the meetings, which was to determine the direction of the goals, was left to the faculty participants. Over a period of months resistance among the participants developed within the group process. Certain issues were not talked about, as goal setting began to take on less importance in the meetings than the introduction of new curriculum content. Resistance developed to the leadership of the principal. The results of the program were both positive and negative. Whereas progress was made in the effort to implement new curriculum ideas, many of the participants felt it did not go far enough in values and goal clarification. Most of the teachers and the principal felt they were more understanding and comfortable with others at the end of the program. All identified a greater understanding and ease with the presence of conflict after working through conflict situations within the group process. The results indicated the possibility that the school could be the environment and unit of change for more effective resolution of conflict. (abs.)

361. Zeff, Shirley B. A humanistic approach to keeping underachieving students. *Social Casework*, 58(6):359–365, 1977.

Describes the implementation and outcome of experiential, humanistic group tutoring for underachieving students in the context of school consultation.

See also: 5, 6, 8, 10, 11, 15, 16, 18, 20, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37, 38, 40, 41, 44, 48, 50, 51, 52, 53, 54, 55, 56, 59, 62, 63, 66, 67, 70, 73, 82, 87, 88, 95, 99, 102, 106, 111, 115, 128, 132, 133, 134, 136, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 153, 155, 156, 157, 158, 159, 161, 162, 163, 164, 166, 167, 169, 172, 176, 177, 179, 180, 183, 185, 187, 188, 191, 192, 231, 243, 244, 245, 246, 249, 250, 254, 256, 258, 259, 260, 261, 263, 264, 265, 266, 267, 268, 276, 277, 279, 286, 290, 296, 416, 419, 422, 446, 453, 464, 471, 472, 475, 479, 486, 492, 495, 499, 500, 501, 502, 506, 507, 512, 513, 514, 516, 518, 519, 521, 522, 525, 533, 536, 544, 546, 547, 556, 557, 561, 562, 564, 565, 568, 569, 571, 573, 574, 576, 579, 580, 583, 584, 586, 589, 590, 601, 605, 611, 616, 617, 624, 625, 626, 629, 630, 632, 633, 636, 638, 642, 644, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 661, 662, 663, 665, 666, 667, 668, 670, 672, 673, 675, 677, 678, 680, 681, 682, 683, 685, 688, 691, 692, 696, 698, 699, 700, 701, 702, 703, 705, 706, 707, 708, 709, 712, 714, 715, 718, 722, 723, 724, 726, 727, 730, 731, 733, 735, 736, 739, 740, 741, 742, 744, 745, 746, 748, 754, 756, 757, 759, 760, 761, 764, 765, 767, 768, 769, 770, 771, 774, 776, 777, 784, 786, 787, 792, 793, 794, 795, 802, 803, 804, 805, 806, 808, 809, 810, 812, 814, 816, 817, 819, 820, 821, 823, 826, 831, 834, 835, 836, 845, 851, 866.

Higher Education

Articles and Periodicals

362. Aiken, James L., and others. Intra-university consultants: An unused resource. *NASPA Journal,* 12(4):234–239, Spring 1975.

Most institutions, large or small, have resource persons on campus who can contribute to improving services and programs through a consultation arrangement. This article describes the experiences of a staff psychologist who was appointed as a consultant to the Dean of Students at the University of Texas. (abs.)

363. Auerbach, Irwin J. Group mental health consultation with college dormitory counselors: Some pitfalls and suggestions gleaned from a two year experience. *Journal of the American College Health Association,* 24(4):211–217, 1976.

Discusses the problems encountered in a 2-year group mental health consultation program designed to increase the understanding and control of dormitory counselors. Suggestions are made for how these problems may be offset.

364. Conyne, Robert K.; Lamb, Douglas; Clack, R. James; Cochran, Donald; and LaFave, Francis E. The use of faculty workshops in campus environmental consultation. *Professional Psychology,* 7(4):565–572, 1976.

A campus environmental consultation focusing on faculty and issues related to faculty influence is described as it was developed by counseling center psychologists.

365. Darcy, C. Michael; Ether, John A.; Adrezia, Judith; and Ganeles, Daniel. "Mutual Involvement Review Activity (MIRA) for Competence-Based Teacher Education (CBTE)." Albany: New York State Education Department, February 1974. (EDRS)

This paper describes the Mutual Involvement Review Activity (MIRA) procedure for helping teacher education institutions to restructure their programs in the competency mode. This procedure is a device for organizing the use of a consultant team to cover all areas involved in the introduction, development, and operation of a new mode of teacher training. Designed to reflect a competency-based teacher education (CBTE) project as seen by others experienced in the field, the format consists of questions on the following topics: (1) structure for CBTE, (2) project governance, (3) financial resources, (4) program development, and (5) management plan. The questions are used as a guide for discussion with people from various role groups, such as college administrators, college professors of education, school district administrators, and teacher representatives. Within 3 weeks following the discussions, the MIRA consulting team will write a report for the professional use of MIRA and project members. (abs.)

366. Davis, Kathleen L. Mental health consultative services in residence halls. *Journal of the American College Health Association,* 23(2):98–101, December 1974.

Discusses the use of resident hall assistants as mental health counselors, with backup by professionals, to increase the amount and effectiveness of services. Selection of counselors, inservice training, role development, and deployment of staff are areas in which the mental health consultant can be useful.

367. Eraut, Michael. Promoting innovation in teaching and learning: Problems, processes, and institutional mechanisms. *Higher Education,* 4(1):13–26, February 1975.

Examines the constraints on innovation in teaching and learning in higher education, and institutional mechanisms for trying to promote such innovation. Factors such as teaching climate, resource allocation, and consultancy support are considered. (abs.)

368. Kopplin, David A., and Rice, Louis C. Consulting with faculty: Necessary and possible. *Personnel and Guidance Journal,* 53(5):367–372, January 1975.

Authors offer examples of counseling agency consultation with faculty individuals and groups. They identify and evaluate conditions that inhibit consultation as well as circumstances that facilitate it, with the view that effective use of consultation may affect the future development of university counseling services. (abs.)

369. Parker, Clyde A., and Lawson, Jane. From theory to practice to theory: Consulting with college faculty. *Personnel and Guidance Journal,* 56(7):424–427, 1978.

Describes a consultation project designed to assist faculty to become better able to adapt their instruction to the developmental and learning characteristics of their students. The three psychological theories, three different operational structures, and three primary sources of gain used in the project are presented.

370. Reid, Elizabeth A. Consultation in the college setting. *American Journal of Psychiatry,* 134(5):568–570, May 1977.

Discusses the relationship between patient care and consulting and the rapport that contact between college health service psychiatrists and other college personnel can engender. People in the college community learn how psychiatrists approach problems and what they can or cannot do. Psychiatrists learn how people in a college setting function and are thus better able to understand and help both patients and consultees.

371. Schwartz, Allen J., and Pierce, Robert A. College mental health consultation: A case study. *Journal of the American College Health Association,* 24(3):163–166, 1976.

Describes a mental health consultation program at the University of Rochester, N.Y. The program was designed to meet the needs of a department which required an especially single-minded and competitive involvement of its students.

372. Westbrook, Franklin D.; Leonard, Mary; Johnson, Frank; Boyd, Vivian; Hunt, Stanley; and McDermott, Michael. University campus consultation through the formation of collaborative dyads. *Personnel and Guidance Journal,* 56(6):359–363, 1978.

Discusses the development and implementation of a campus consultation program by the University of Maryland Counseling Center. The dyadic model promotes a collaborative, mutually beneficial relationship between two persons with responsibilities in different areas of the campus community. The work of the center with the office of resident life is presented as an example of the approach.

See also: 96, 106, 145, 151, 152, 154, 160, 165, 168, 170, 181, 182, 186, 190, 219, 452, 474, 551, 555, 566, 592, 664, 679, 695, 732, 755, 768, 778, 798, 820, 838, 862.

GERIATRIC SETTINGS

Articles and Periodicals

373. Dawson, David, and English, Carol. Psychiatric consultation and teaching in a home for the aged. *Hospital and Community Psychiatry,* 26(8):509–511, 1975.

Describes the development and results of a consultative relationship between a community psychiatric team, part of a medical center, and a home for the aged.

374. Freedburg, Leonard, and Altman, Cori S. Psychiatric consultation in a nursing home: A two-year experience. *Gerontologist,* 15(2):125–128, April 1975.

Psychiatric problems are widely prevalent among nursing home patients. The authors spent 2 years as consultants to a nursing home head nurse during which they tried to teach her ways to deal with these problems. It is noted that the consultation went through distinct phases. These phases and the factors by which they could be distinguished from one another are discussed in detail and illustrated with case examples. There were few transfers of patients to a mental facility during the period of consultation. Advantages and disadvantages of long-term, continuous consultation are discussed.

375. Griffin, Maura Jane, and Lowy, Louis. "Issues Related to Providing Consultation and Technical Assistance to Agencies Serving the Elderly: Challenges to a University-Based Geronotology Center." Paper presented at 29th Annual Meeting of the Gerontological Society, New York, October 1976. (EDRS)

This paper discusses some issues and challenges faced by the Boston University Gerontology Center in providing consultation and technical assistance to community agencies serving older adults. They are: community expectation vs. center capacity to deliver, time constraints vs. agency time demands, agency standards vs. university standards, program evaluation demands vs. agency priorities toward research, expertise of the generalist vs. expertise of the specialist, and fee for service vs. service without compensation. As a result of the center's 2-year experience, the conclusion reached is that there is a very appropriate and viable role for gerontology centers in providing assistance to community service agencies. Furthermore, it is felt that these services can be provided at a meaningful yet cost-contained level if realistic objectives, good management techniques, and mutual trust and expectations between agencies and gerontology centers are established. (abs.)

376. Merowitz, Martin. Some experiences in consulting to a community of retired soldiers. *Journal of Geriatric Psychiatry,* 8(2):159–171, 1975.

Discusses services provided in a residence for retired enlisted soldiers and enhancement of these services, particularly patient care, through a psychiatrist's consultation with the staff during his year's service at the home.

377. York, Jonathon. CMHC consultation aids nursing homes. *Innovations,* 3(2):37–38, 1976.

A consultation and training program emphasizing preventive care and conducted for staff members of geriatric nursing homes in Lansing, Mich. is believed to be the attributable factor in a reduction of nursing home patient admissions to State hospitals and community mental health units.

See also: 194, 202, 393, 403, 418, 604, 773, 827, 864, 868.

GOVERNMENTAL SETTINGS

Articles and Periodicals

378. Hagen, Duane, and Weiland, Gustave J. Psychiatric consultation in the Federal government. *Occupational Mental Health,* 3(3):11–13, Fall 1973.

The roles of direct service, training and education of physicians and nurses, direct consultation, and administrative mental health training are discussed as they relate to mental health services to Federal employees in the Washington area subject to stresses resulting from individuality loss, responsibility diffusion, frequent reorganizations, and inadequate communications systems with resulting individual isolation. (abs.)

379. Melchiode, Gerald A. Consultation in regional Federal agencies. *Occupational Mental Health,* 3(3):13–16, Fall 1973.

The author describes the initial organization of a disease prevention/health promotion program for Federal agencies involving 2,600 employees. It involved four categories of interventions: education of the medical staff, education of supervisors, client-centered case consultations, and consultee-centered case consultations. (abs.)

380. Otto, Mary L., and Smith, David G. Consultation: A new strategy for CETA. *Journal of Employment Counseling,* 12(3):112–119, September 1973.

Program changes inherent in the Comprehensive Education and Training Act (CETA) concept have markedly decreased the effectiveness of previous program management and liaison strategies. Some reasons for this decrease and a new set of skills for working at the interface between prime sponsors and subcontractors and/or the regional offices are presented. These skills, formulated within a consultation model and based on solid behavioral strategies, are one way to increase CETA program effectiveness. They involve training in communication procedures, problem diagnosis, problem-solving strategies, decisionmaking skills, and planning techniques.

See also: 76, 174, 175, 189, 517, 540, 575, 659, 763.

HOSPITALS AND HEALTH AGENCIES

Books

381. Seitz, Philp; Jacob, Elizabeth; Koenig, Harold; Koenig, Ruth; McPherson, Warren G.; Miller, Arthur A.; Stewart, Robert L.; and Whitaker, Dorothy Stock. *The Manpower Problem in Mental Hospitals: A Consultant Team Approach.* New York: International University Press, 1976.

Describes a consulting-team approach used by urban specialists in the medical and social sciences to transform a largely custodial mental hospital into an institution where effective therapy could be accomplished. A training program was developed by the team of psychologists, psychiatrists, neurologists, social workers, and nurses and was designed to improve the clinical skills and effectiveness of the staff. Some of the valid and invalid assumptions of the program are discussed. A review of the literature on problems, trends, and improvements in State hospital psychiatry is also presented.

382. Vacher, Carole D., and Stratas, Nicholas E. *Consultation-Education: Development and Evaluation.* New York: Human Sciences Press, 1976.

Describes North Carolina's Mental Health Consultation Program in which psychiatrists and psychologists regularly consult with general practitioners. The program gives professionals who deal with physical and mental disorders an opportunity to exchange ideas in the areas where their fields overlap.

Articles and Periodicals

383. Blacher, Richard S. The meaning of heart-valve surgery to the patient. *International Journal of Psychiatry in Medicine,* 6(4):517–521, 1975.

Presents the observations of a liaison psychiatrist to a cardiothoracic surgical service on patients' psychological reactions to the experience of having a heart valve replaced or repaired.

The importance of the patient's conceptualization of the cardiac valve and the surgical procedure is discussed. It is concluded that by understanding what such a procedure may mean to the patient, the medical staff can help make a terrifying experience more bearable.

384. Cassem, Ned H. Committee consultation to prolong or stop extreme care measures. *Psychotherapy and Psychometrics,* 26(6):364–370, 1975.

In response to increased public fear that the lifesaving efforts of hospitals might be pursued to the detriment rather than help of the patients, one hospital formed a committee to study and advise about treatment of irreversibly ill patients. The functions of the committee—which consists of an oncologist, general surgeon, nursing supervisor, hospital lawyer, a patient, and a priest-psychiatrist—are described. Methods for decreasing conflict in decisions to prolong or limit treatment include maximizing knowledge about treatment, increasing communication about treatment (even using in the intensive care unit a treatment-classification system), and providing specialized committee consultation for the primary physician. The most intensive care is required by patient and family after reaching a decision to limit therapeutic measures.

385. Coleman, Jules V., and Patrick, Donald L. Integrating mental health services into primary medical care. *Medical Care,* 14(8):654–661, 1976.

Discusses the organizational arrangements for developing an integrated program for medical and mental health care. A collaborative team model in which mental health providers are members of a primary care team was found to be promising. Shared responsibility for patient care provides an incorporated peer review and encourages intrateam consultation.

386. Craig, Thomas J. Psychiatric consultation to the non-physician staff of an outpatient oncology clinic. *International Journal of Psychiatry in Medicine,* 4(3):291–300, Summer 1973.

Biweekly patient-centered conferences with the nonphysician staff of an oncology clinic revealed the unique pressures experienced by these personnel and the key role they play in the psychosocial management of chronically ill patients. The introduction of behavioral science principles, e.g., transactional analysis and cognitive approaches to crisis intervention, was useful in promoting improved staff morale and more appropriate patient management.

387. deLuchina, Noemi, E. The medical-psychiatric interconsultation: Within a hospital setting. *Contemporary Psychoanalysis*, 11(1):120–124, January 1975.

States that medical-psychiatric consultation in a hospital involves (a) the psychoanalyst, who helps in the diagnosis and the management of an institutional crisis; (b) the physician, who understands the contradictions within the institution; and (c) the institution itself, which benefits by modifying its regulations or patterns of work.

388. Drotar, Dennis. Consultation in the intensive care nursery. *International Journal of Psychiatry in Medicine*, 7(1):69–81, 1976–77.

Describes a group-oriented mental health consultation program which was established for the staff of a pediatric special care nursery. The initial phase of consultation was designed (a) to deal with work stresses that conflicted with the provision of acute medical care for premature infants who are at high risk for later emotional and developmental disturbances; and (b) to facilitate intrastaff communication in an atmosphere of strenuous physical demands from patients, and moral dilemmas raised by infants' life-threatening conditions. Also discussed are problems experienced by staff in providing psychological support to families of hospitalized infants. Implications for crisis intervention and for continuing emotional support to help mitigate families' mental stress and to facilitate the emotional attachment to their infants are reviewed.

389. Drotar, Dennis, and Ganofsky, Mary A. Mental health intervention with children and adolescents with end-stage renal disease. *International Journal of Psychiatry in Medicine*, 7(2):179–192, 1976–77.

Describes the dilemmas involved in mental health interventions and consultations in a treatment program for end-stage renal disease. Case illustrations of a young child's severe anxiety reaction to dialysis, an adolescent's depression, and a family's withdrawal document the varied patterns of adaptation to treatment for renal failure. Psychotherapeutic approaches are presented to illustrate the flexible use of a number of treatment modalities, including brief crisis-oriented intervention which emphasizes the patient's cognitive mastery of procedures. It is proposed that the development of viable mechanisms of professional collaboration improves the quality of patient adaptation by lessening the fragmentation of care and reducing problems of interdisciplinary communication often associated with the medical care of children and adolescents with end-stage renal failure.

390. Frank, John L., and Herndon, James H. Psychiatric-orthopedic liaison in the hospital management of the amputee war casualty. *International Journal of Psychiatry in Medicine,* 5(2):105–114, Spring 1974.

Describes methods of effecting a psychiatric liaison with an orthopedic service for amputee war casualties. Case examples are presented.

391. Froese, Arthur P.; Kamin, Louisa, E.; and Levine, Carol A. Teamwork: A multidisciplinary pediatric-liaison service. *International Journal of Psychiatry in Medicine,* 7(1):47–56, 1976.

Describes the advantages of a multidisciplinary liaison team operating within a pediatric teaching hospital. The consultants work as a team in close collaboration with each other and the psychiatric nurse clinician and an occupational therapist.

392. Grinberg de Ekboir, Julia. The medical-psychiatric interconsultation: In a private setting. *Contemporary Psychoanalysis,* 11(1):112–117, January 1975.

Discusses the reorganization of the medical setting needed to structure a coherent and effective medical-psychological team. Integration of the two approaches creates a new dynamic field.

393. Gurian, Bennett S. Psychogeriatrics and family medicine. *Gerontologist,* 15(4):308–310, 1975.

Makes suggestions, directed to the general practitioner, for better mental health supervision of families in which there are older people. Possible consultation with the mental health professional in the community is also recommended.

394. Hirschowitz, R.G., and Ralph, D.E. Communication about communication problems in psychiatric organizations: An intervention model. *Adult Leadership,* 21(9):285–288, 1973.

In consultation to psychiatric organizations, staff often define their difficulties as "communication." A model for involving staff members in the process of organizational self-scrutiny and establishing a vocabulary for shared discourse is presented. Issue-focused workshops, such as a "communications" workshop, can be facilitative and provide a framework for subsequent discussions.

395. Issacharoff, Amnon; Godduhn, Jeanette; and Nachmani, Gilead. Psychiatric consultation teamwork in a general hospital: A

study in group process. *International Journal of Group Psychotherapy*, 24(3):300–307, July 1974.

Discusses a liaison psychiatric service functioning as an interdisciplinary team providing psychiatric consultation, treatment, and education in the general hospital setting. A case example illustrates the task of the liaison team in clarifying the dysfunctional behavior of the members of a hospital working group (doctors, nurses, aides, etc., and the patient) and helping them recover their functional unity.

396. Kucharski, Anastasia, and Groves, James E. The so-called inappropriate psychiatric consultation request on a medical or surgical ward. *International Journal of Psychiatry in Medicine*, 7(3):209–220, 1976–77.

Presents seven cases of psychiatric consultations on medical and surgical wards to illustrate how intrapsychic conflicts in the staff may make the consultation request appear inappropriate. On deeper examination, such requests may signify staff dysfunction caused by arousal of conflictual feelings about the behavior or illness of the patient. Mutilated, mute patients appear to arouse fear of aggression in their caregivers, who in turn reject such patients, see them as alien and violent, and become illogical in their management. Patients who publicly display sexual behaviors appear to arouse shame over exhibitionism, voyeourism, and masturbation, their caregivers become too passive to effect commonsense measures appropriate to the situation. Very sick and dying patients and ungrateful, demanding patients can arouse anger and despair. Their caregivers may become depressed about failure, feeling helpless and out of control; using projection, they can see such patients as evil or suicidal and may eventually turn against themselves. The psychiatric consultant, recognizing the conflicts that make the requests seem inappropriate, seeks to substitute higher level cognitive operations and coping behaviors in the staff (distancing, rationalization, intellectualization, undoing, and altruism) for distortion, projection, overidentification, reaction formation, and turning against the self.

397. Lerer, Bernard; Avni, Jacob; and Wiesel, Dorit. Bad tidings and the hospitalized patient. *Mental Health and Society* (Basel), 3(3–4): 205–211, 1976.

Discusses the difficulties involved for a physician in giving bad tidings to the hospitalized patient. Presents three cases encountered in the context of psychiatric consultation service.

398. Lion, John R.; Madden, Denis J.; and Christopher, Russell L. A violence clinic: Three years' experience. *American Journal of Psychiatry,* 133(4):432–435, 1976.

Presents case vignettes illustrating the clinic's consultation with mental health workers about the management of violent patients, countertransference problems, ward problems, the role of organic factors, medication, and prediction of violence.

399. Luchina, Isaac L. The medical-psychiatric interconsultation: Introduction: Theory and practice. *Contemporary Psychoanalysis,* 11(1):104–108, January 1975.

Discusses a workshop for medical-psychiatric interconsultation. In this interdisciplinary situation, either a physician may be included in the dynamic field of psychoanalytic treatment of a psychosomatic patient, or the psychiatrist may enter the medical field of the illness.

400. Luchina, Isaac L. The medical-psychiatric interconsultation: Directions and procedures for actions. *Contemporary Psychoanalysis,* 11(1):108–112, January 1975.

Suggests that procedures are determined by the main purposes of the interconsultation, which are to control the forces within the physician-patient relationship and to make maximum use of these forces in the struggle against the illness.

401. Montanelli, Roberto P. The medical-psychiatric interconsultation: Interaction between psychiatrist and doctor. *Contemporary Psychoanalysis,* 11(1):117–120, January 1975.

Describes six patterns of psychiatrist-doctor interaction which have been developed in and for various situations.

402. Naylor, Kenneth A., and Mattsson, Ake. Crisis precipitation as observed in pediatric-child psychiatric liaison. *Child Psychiatry and Human Development,* 4(2):86–97, Winter 1973.

Describes the development of crisis situations in the parents of three pediatric inpatients. The cases illustrate that psychiatric techniques, when applied to the evaluation of family and social environments, might result in the uncovering of complicated psychopathology. Precipitating factors may include a stressful initial interview, biases of the referring physician, exaggerated parental treatment expectations, the sudden release of repressed material, and the disadvantages of rooming-in. Resolution was influenced in several ways, including the further crisis presented by the improvement in the child's illness to the point of discharge and the necessary reconsideration of this because of the parent's urgent emotional needs. The child's discharge was governed by the management of the mother's illness.

Close coordination between liaison psychiatrist and pediatrician was essential to the treatment plan.

403. Pierce, Philip S. Crisis intervention in a state institution for the mentally retarded. *Hospital and Community Psychiatry,* 28(1):9–13, 1977.

Services offered at a residential facility for the mentally retarded include a consultation service for problems in boarding homes, nursing homes, and other community facilities and for the families of the retarded.

404. Portnoi, Tikvah S.; Law, Dianne J.; Rosenleim, Eliyahu; Livingston, John B.; Sherry, S. Norman; North, Betty; and Onesti, Silvio, J. Consultation by participation in child psychiatry. *Social Casework,* 54(7):412–417, July 1973.

Describes a new mental health consultation method in child psychiatry clinics. The operation of this team clinic approach is cited and evaluated for its effectiveness. The benefits of the approach include direct contact and the opportunity for immediate communication among the consultant, consultee, and patient; a comprehensive child evaluation with the consultee participating in the final group interview and treatment plan; a strengthening of the relationship between consultee and family due to a shared learning experience from team discussion; and increased understanding of cases in a comparatively short time period. In followup contact, consultees expressed positive reactions in terms of consultee-patient relations, as well as the desire to use this method of consultation in future cases.

405. Simon, N.M., and Whitely, S. Psychiatric consultation with MICU nurses: The consultation conference as a working group. *Heart Lung,* 6(3):497–504, May-June 1977.

A group of MICU nurses responded to acute and chronic clinical and administrative stresses by establishing a consultation service with a psychoanalyst. The evolution of the consultation conference into an ongoing working group is described and its value as a modality to help deal with the special stresses of MICU nursing personnel is discussed.

406. Streifel, John A.; Smith, Paul A.; and Savino, Lawrence J. The intensive treatment team: Delivering behavioral treatment in a residential setting. *Hospital and Community Psychiatry,* 27(10),697–698, 1976.

Describes a pilot program using intensive treatment teams for delivering behavioral treatment services to adolescent autistics at the Behavior Development Center for the Autistic, Camarillo (Calif.) State Hospital. A specialized team was formed to deliver services to patients and provide consultation to the regular nursing staff.

407. West, Norman D.; Brown, Paul H.; and Woodley, David. Psychiatrists and non-psychiatrists working together in a general hospital. *Resident and Staff Physician*, 22(9):113–125, 1976.

Describes the psychiatric liaison service launched at the University of Nebraska Medical Center in 1959 to provide psychiatric consultation services to the general hospital. The service has evolved into a viable training program for both psychiatric and medical residents.

408. Wise, Thomas N. Developing a psychiatric consultation unit in a community hospital. *Maryland State Medical Journal*, 24(1):41–43, 1975.

Discusses the increasing need for psychiatric consultation units in community hospitals. Using a psychiatric nurse and a part-time psychiatrist can help develop a liaison service offering clinical consultation and staff education.

See also: 22, 67, 72, 74, 79, 83, 86, 97, 105, 112, 127, 177, 193, 196, 197, 198, 200, 201, 203, 204, 205, 206, 208, 209, 211, 213, 214, 216, 217, 218, 220, 221, 223, 224, 225, 226, 228, 230, 232, 233, 235, 236, 237, 238, 239, 240, 242, 247, 248, 253, 255, 271, 272, 274, 281, 289, 292, 373, 421, 426, 462, 465, 468, 481, 491, 495, 498, 509, 520, 523, 529, 535, 538, 549, 550, 552, 553, 585, 610, 637, 640, 660, 674, 676, 711, 713, 717, 719, 728, 734, 749, 750, 780, 791, 792, 797, 815, 829, 837, 839, 841, 848, 850, 852, 853, 855, 856, 857, 860, 861, 863, 866, 871, 879, 880.

INDUSTRIAL AND BUSINESS SETTINGS

Articles and Periodicals

409. Cash, William B. "Which Comes First, Training or Research?" Paper presented at the Annual Meeting of the Central States Speech Association, Minneapolis, Minn., April 4–6, 1973. (EDRS)

This paper offers some suggestions and guidelines for the communications expert or teacher who would serve as consultant to business organizations. Most important, the author suggests, is that he must be flexible in his approaches to employee training programs, adapting them to individual needs and the needs of the organization. He must also have a broad background in communication skills, especially since theories are not the core of employee training programs. As much as possible, he must tailor the program or course design for individual needs, examining personnel records, if necessary, to determine overall backgrounds. His teaching methods must be structured on an open approach, providing many opportunities for discussion, questioning, and feedback. Finally, he must begin at the outset, especially if he is a college professor, to develop a feeling of trust and rapport with students who are not college oriented. If a training program proves successful, the consultant is quite likely to be considered for organizational research problems. (abs.)

410. Congress of the United States. *On-site Consultation Hearings, Occupational Safety and Health Act: Hearings Before the Subcommittee on Manpower, Compensation, and Health and Safety of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress.* Washington, D.C.: House Committee on Education and Labor, 1975. (EDRS)

The hearings consider a bill, H.R. 8618, to amend the Occupational Safety and Health Act of 1970 (OSHA), which would provide onsite consultative services to employers desiring to comply with OSHA standards. H.R. 8618 was introduced to strengthen OSHA by providing an additional program that would encourage employers to voluntarily comply with safety and health standards established under the act. The testimonies presented include comments from the following: (1) State representatives from Illinois, Missouri, Nebraska, and Wisconsin; and (2) representatives from the Chamber of Commerce, National Federation of Independent Business, National Society of Professional Engineers, National Association of Manufacturers, Department of Labor, American Federation of Labor and Congress of Industrial Organizations, AFL-CIO, and the United Steelworkers of America. Other prepared statements came from the National Association of Wholesaler Distributors, Automotive Service Industry Association, Can Manufacturers Institute, National Small Business Association, National Society of Professional Engineers, and a State representative from Texas. The texts of all testimony and discussions are presented in full. (abs.)

411. Frankhauser, Charles, and Katsarkas, Anthanasios. Industrial hearing conservation. *Hearing and Speech Action,* 43(1):20–22, January-February 1975.

The article describes industrial hearing conservation services provided by a hospital-based speech and hearing facility in Quebec. (abs.)

412. Kraft, W. Philip, and Williams, Kathleen L. Job redesign improves productivity. *Personnel Journal,* 54(7):393–397, July 1975.

The unique challenges presented in good banking business are approached through the concept of job enrichment. Described in this article is one consulting firm's experience with one bank—how they transformed job satisfaction, motivation, and performance into usable tools benefiting the individual and the organization. (abs.)

413. Lepkin, Milton. A program of industrial consultation by a community mental health center. *Community Mental Health Journal,* 11(1):74–81, Spring 1975.

A staff member of a community mental health center provided consultation services to four male, black, untrained industrial counselors at a large private corporation. Characteristics of "newer" workers, ethnically different from supervisors, are described. Attitude change is seen as the key, difficult to bring about. The consultant had full cooperation of the counselors but never gained full support from management. Procedures for training counselors and successful and unsuccessful efforts to reach foremen are discussed.

414. Seltz, Judith S. Consulting. *Teacher,* 91(7):40–45, March 1974.

Discusses the hard work involved in being a publisher's consultant. (abs.)

415. Steelman, H. Stanley. Is there a payoff to organizational development? *Training and Development Journal,* 30(4):18–23, April 1976.

Outlines how the specialist in organizational development can explain to top management its dollars and cents value. A day-long intergroup meeting conducted by an experienced consultant can demonstrate the application of the acquired techniques for problem solution.

See also: 73, 87, 116, 125, 212, 456, 460, 539, 542, 543, 545, 548, 623, 710, 729, 781, 785, 796, 811, 840, 846.

MILITARY SETTINGS

Articles and Periodicals

416. Lewis, R.L., and Bleaker, E.G. School consultation: A working multidisciplinary model. *Military Medicine,* 143(2):112–4, February 1978.

The model and results of a coordinated school consultation program at a military base are described. Consultants from various military service agencies were assigned to individual schools. Broadly, the program sought to help educators deal with individual, organizational, and system problems. The program influenced changes in the number and quality of referrals schools made to military agencies. Organizational deficiencies were also pinpointed and efforts made to improve school and system functioning.

417. Youngren, J.N.; Quirck, M.P., and Lipsitch, I.I. The behavioral consultation section: A new approach to military mental health. *Military Medicine,* 142(4):291–3, April 1977.

The behavioral consultation section is described. This program is designed to meet problems of service men not met by traditional military mental agencies. The behavioral consultation section uses behavior therapy and community approaches to help soldiers with marital maladjustments, sexual dysfunctions, situational disturbances, etc. In its early developmental stages, the behavioral consultation section seems successful.

See also: 218, 466, 467, 762, 807.

MINORITY SETTINGS

Dissertations

418. Stewart, Arleen. "Las Muheres de Aztlan: A Consultation with Elderly Mexican-American Women in a Sociohistorical Perspective." Unpublished doctoral dissertation. California School of Professional Psychology, 1973.

This study developed out of a consultation with elderly Mexican and Mexican-American women throughout urban centers of the Southwest. It is an interpretive and exploratory study of the role of the women in *la cultura chicano.* The interview/consultation results were put into an historical continuum by means of a review of the history from which these women came, as well as a portrayal of their offspring.

Articles and Periodicals

419. Atlas, John W. Consulting: Affecting change for minority students. *Journal of Non-White Concerns in Personnel and Guidance,* 3(4):154–160, July 1975.

Discusses uses of a consulting strategy for work with minority group students. The consultant-consultee-client model is presented as a way to promote positive attitudes and appropriate behaviors. Client groups considered include administrators, teachers, parents, and students. The role of consultation in establishing objects to use in evaluating educational programs is discussed, and the importance of the consultant working with adults vital to the life of the minority student is stressed.

420. Laosa, Luis M.; Burstein, Alvin G.; and Martin, Harry W. Mental health consultation in a rural Chicano community: Crystal City. *Aztlan,* 6(3):433–453, Fall 1975.

The consultative effort to assist in the development of mental health services in Crystal City, Tex., is described. Issues of political involvement, cultural and language issues, community dynamics, staffing staff development, and training of psychology interns are discussed in light of the inadequacy of certain aspects of traditional consultation models. (abs.)

421. Kahn, Marvin; Williams, Cecil; Galvez, Eugene; Lejero, Linda; Conrad, Rex; and Goldstein, George. The Papago psychology service: A community mental health program on an American Indian reservation. *American Journal of Community Psychology,* 3(2):81–97, 1975.

Describes a community psychology service run by the Papago Indian tribe and staffed by Papago Indians trained as mental health workers. Topics covered include the non-Indian professional consultant.

422. King, L.W.; Cotler, Sherwin B.; and Patterson, Kent. Behavior modification consultation in a Mexican-American school: A case study. *American Journal of Community Psychology,* 3(3):229–235, 1975.

Presents the attempts of three psychologists to extend their services to elementary schools in a minority community. Student absenteeism was chosen as the first problem area to attempt to change, and the effect of contingent rewards on students' attendance was evaluated.

423. Ramirez-Murgado, Jorge O. Consultation and education in a Chicano community. *Social Casework,* 56(9):558–561, 1975.

Discusses consultation and education as an element of service of community mental health centers in Chicano communities. Trying to reach the Chicano with conventional methods is seen as futile, and the need to determine the Chicano perception of mental health is emphasized.

424. Ridley, Edgar J. Pastoral care and the black community. *Journal of Pastoral Care,* 24(4):271–276, 1975.

Examines the prejudice of theologians toward the black community. Psychological counseling and psychiatric consultations are said to encourage behavior that will keep white dominance intact.

425. Young, Benjamin B., and Kinzie, J. David. Psychiatric consultation to a Filipino community in Hawaii. *American Journal of Psychiatry,* 131(5):563–566, May 1974.

Describes a predominantly Filipino village in Hawaii that underwent drastic economic and social changes without disintegrating. Changes occurred through the loss of the village's sugar cane and sugar mill and the presence of a large hotel nearby. A method of consultation similar to one used with rural American Indians was employed. It is concluded that with the right ingredients of leadership, community planning organizations, and a sense of community identity, change can be dealt with effectively and with a minimum of psychiatric disruption.

426. Yutiao, Mary, and Kinzie, J. David. Consultation with the Filipino boarding home: An after-care facility in Hawaii. *International Journal of Social Psychiatry,* 21(2):130–136, 1975.

Describes a unique Hawaiian aftercare facility, the Filipino operated boarding home, and the approaches used in consultation with the operators. A problem-oriented approach to consultation proved useful initially and set the stage for other forms of intervention.

See also: 18, 99, 110, 287, 293, 318, 354, 357, 413, 456, 488, 575, 718, 787, 850, 877.

RELIGIOUS SETTINGS

Articles and Periodicals

427. Coursey, Robert D. Consulting and the Catholic crisis. *Journal of Consulting and Clinical Psychology,* 42(4):519–528, 1974.

Argues that more opportunities for psychological consultation to Catholic organizations would arise if psychologists could demonstrate an understanding of the crisis facing the church. Also, attempts to measure empirically the conflicting attitudes within this once highly unified denomination.

428. Haugk, Kenneth C. Unique contributions of churches and clergy to community mental health. *Community Mental Health Journal,* 12(1):20–28, 1976.

Caplan's (1964) model of primary/secondary/tertiary prevention is used to articulate the contributions of contemporary religious institutions and personnel to the total community mental health endeavor. It is suggested that consultation from mental health professionals can aid churches and clergy to actualize even more fully their contributions to community mental health.

429. Hulme, Thomas S. Mental health consultation with religious leaders. *Journal of Religion and Health,* 13(2):114–127, 1974.

Sets forth specific suggestions for effective consultation by mental health professionals with Christian clergymen and Jewish rabbis. Areas covered include clergy practices and attitudes toward mental health problems, groups seeking help from the clergy, types and levels of consultation requested by clergy, and special problems in working with the clergy.

430. Johnson, Paul E. The church's mission to mental health. *Journal of Religion and Health,* 12(1):30–40, January 1973.

Suggests how religious personnel may implement the task defined in his topic. The worldwide restlessness and discontent is reviewed, stressing that two-thirds of all world citizens suffer from nonfulfillment of "essential needs" and "sharp inequalities." Increased violence and mental illness warrant widespread involvement with governmental and other programs of community mental health. A claim is made that "healing was most often given by priests . . . and religious teachers" with "medical professions . . . sponsored in the Middle Ages by the church." A plea is made that religious leaders (a) respond to God's call to responsibility by becoming effective ministers through continuing education, (b) engage laity by training, (c) help develop a counseling service, (d) join community leaders to provide counseling services to people under acute stress, (e) cooperate with community mental health centers, and (f) participate in health activities.

431. Kaseman, Charlotte M., and Anderson, Robert G. Clergy consultation as a community mental health program. *Community Mental Health Journal,* 13(1):84–91, Spring 1977.

Discusses the planning, development, implementation, and results of a consultation program to the clergy as part of an agency's community mental health service. The present paper focuses on four main program goals: (a) revitalizing a local as-

sociation for the clergy, (b) developing the clergy's pastoral skills, (c) increasing community supports for mental health, and (d) developing a counseling service sponsored by the local clergy for community residents.

432. Levenburg, Stephen B. Building consultative relationships with rural fundamentalist clergy. *Professional Psychology,* 7(4):553–558, 1976.

Suggests that the incorporation of the clergy in a collaborative consultation would be most beneficial, particularly in the rural South where fundamentalist religion plays a major role in community life. Guidelines for psychologists planning such consultative activities are presented.

***See also:* 73, 87, 269, 270, 687, 743, 751, 828, 424.**

SOCIAL AGENCIES

Books

433. Group for the Advancement of Psychiatry. Committee on Psychiatry and the Community. *The Psychiatrist and Public Welfare Agencies.* New York: Group for the Advancement of Psychiatry, 1975.

This report presents reasons for greater psychiatric involvement in welfare systems, briefly reviews the historic development of the welfare system, and describes ways psychiatrists can initiate professional relationships with welfare agencies. A model of mental health consultation which has been effective in influencing staff and agency policies is outlined.

Articles and Periodicals

434. Bell, Cynthia J. Medical consultants: Appropriate selection and utilization in child welfare. *Child Welfare,* 55(7):445–458, July/August 1976.

Describes the organization and functioning of a medical consultation program serving a child welfare agency. Shows how child welfare workers, with medical consultation, are in a pivotal position to provide services that promote healthful functioning and facilitate client access to the total health care delivery system. (abs.)

435. Edwards, Raymond L.; Reiner, Beatrice S.; McCord, Muriel E.; and Hale, Edward, W. A model for children's services. *American Journal of Orthopsychiatry,* 45(2):199–200, 1975.

Describes the functions of a community services team serving child service agencies. Functions include the provision of consultation, planning, funding, and research evaluation to assure the validity of service.

436. Edwards, Raymond L.; Reiner, Beatrice S.; McCord, Muriel E.; and Hale, Edward W. The juvenile welfare board. *Children Today,* 5(1):14–18, Jan.-Feb. 1976.

Describes the organization and operation of the Community Services Team of the Juvenile Welfare Board. Through consultation, planning, and funding to child-serving agencies, the team assumes responsibility for identifying weaknesses in service programs for children. (abs.)

437. Gordon, James, S. Coming together: Consultation with young people. *Social Policy,* 5(2):40–52, July-Aug. 1974.

This account of the author's service as a consultant to groups that provide "alternative social services" for young people presents first an historical perspective, then a brief sketch of two alternative service projects he has worked with, and finally an actual description of his work as a consultant.

438. Gordon, James S. Consultation with alternative services for young people. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation.* Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 75–96.

Outlines the consultative experiences of a psychiatrist working with social service workers and the young people they serve through alternative services such as hotlines, group foster homes, "runaway" houses, and "free high schools." Presents an historical perspective and a brief sketch of two of the alternative service projects and provides an actual description of the author's work as a consultant to these two projects.

439. Heller, Kenneth. Facilitative conditions for consultation with community agencies. *Personnel and Guidance Journal,* 56(7):419–423, 1978.

Discusses program-centered consultation (i.e., consultation aimed at program modification in key community agencies) as a useful approach to facilitate social change. The implications for consultation effectiveness as a function of different combinations of community and agency responsivity are described.

440. Holmes, Monica, and Holmes, Douglas. The Billings child abuse and neglect community-based team. In: *Child Abuse and Neglect Programs,* DHEW Pub. No. (ADM)77-344, NIMH, Rockville, Md., 1977.

Presents the origin and development of child abuse and neglect services in Billings, Mont. A team in which all members act as consultant to those who are required to make decisions or deliver services in a city in which agencies and resources are smaller than in metropolitan areas is an effective way of overcoming the lack of resources.

441. Murphy, Stephanie. Mobile consultation community services. *Innovations,* 2(3):16–17, 1975.

Describes the operation of a mobile team providing consultation and intervention services to children in Columbus, Ohio. The consultative system is a collaborative model which sends a nine-member mobile team into the community to meet with consultees in their own domain.

442. Parfit, Jessie. Child guidance: A network of care. *Health and Social Service Journal* (London), 86(4474):166, 1976.

Describes consultative and supportive services provided by child guidance centers. Reviews types of consultative and supportive roles, with emphasis on those types of consultation implemented outside clinics in various agencies within the community.

443. Rosenberger, John W. Community psychiatry. *Psychiatric Annals,* 4(5):51–56, May 1974.

Describes the theoretical approach and practical application of community psychiatry at the Harlem Hospital Center. Provision of mental health education and consultation to the community is the Community Psychiatry Division's main function. Various modes of consultation are employed with specific social service agencies by a staff that includes a psychiatrist, two social workers, a mental health worker, and a community liaison worker. Staff members are encouraged to participate in community activities and have done so in the areas of crime prevention, welfare rights, etc. Four direct treatment programs have been developed by the division, three of which are now under other departments.

444. Stephenson, P.S. Psychiatric consultation with a child and family welfare agency. *Canada's Mental Health,* 21(5):6–8, September 1973.

Describes the author's 4-year experience as a psychiatric case consultant attempting to increase the mental health skills of agency personnel. Problems of agency structure and social workers are identified, and educational and discussion groups (e.g., on play therapy) are described. Typical client problems are discussed, and the need for primary prevention, service to adolescents, and alternatives to foster care is stressed. Implications for the education of community psychiatrists are outlined.

445. Whiting, Leila. A community multidisciplinary child protection team. *Children Today*, 6(1):10–12, 1977.

Discusses the Montgomery County (Md.) Child Protection Team which provides advisory and consultative services to ensure more effective management of cases of child abuse and neglect.

See also: 87, 88, 89, 91, 92, 93, 102, 138, 461, 495, 818, 830, 867.

The Process of Mental Health Consultation

This section includes 196 entries which focus on aspects of the consultation process. Literature concerning process is extremely broad with respect to scope and range of topics and is organized by nine categories. These include: publications which take an overview of the entire consultation experience; publications pertaining to the training of mental health consultants; publications specific to ethical issues; publications on the processes involved in the decision to hire and use consultants on the part of individuals or organizations; publications dealing with planning issues for consultants as they make initial decisions about the consultation and help consultees plan intervention strategies; publications on entry issues for consultants; publications on processes relating to the implementation of various interventions; publications on evaluation of consultation processes; and publications on aspects of the consultant-consultee relationship.

A large portion of this literature is not specific to mental health consultation, per se, but is found in the more general areas of management or educational consultation. This literature as a whole suggests an extension beyond the identification and description of mental health consultation phases to the inclusion of other aspects of process. Indeed, certain publications suggest that the content of recent literature can be divided roughly into structural phases of process and underlying process dynamics. While previous literature focused on process dynamics relating to specific phases of process, recent literature reflects not only a concern for phase-specific process issues but also process dynamics that are relevant throughout various process phases. The general trend toward differentiation exemplified in each section of this bibliography is perhaps most apparent in the literature on consultation process.

ASPECTS OF PROCESS IN GENERAL

Books

446. Berkowitz, Morton I. *A Primer on School Mental Health Consultation*. Springfield, Ill.: Charles C Thomas, 1975.

This primer presents the trial and error experiences of a school mental health consultant. The issues discussed include: (1) resistance and obstacles to the consultation process; (2) initiating the consultation process; (3) selecting the consultation model; (4) the case consultation model; and (5) consultation with other groups and school personnel in addition to teachers.

447. Lippitt, R., and Lippitt, G. *The Consulting Process in Action*. La Jolla, Calif.: University Associates, 1978.

This overview of consultation discusses six major phases of the consulting process and the multiple roles the consultant assumes. The core decisionmaking areas of consulting are examined, and types of interventions are classified. Guidelines for ethical behavior as a consultant are presented, as well as the skills, competencies, and educational preparation necessary to be a mature and effective consultant.

448. Mirvis, Philip H., and Berg, David. *Failures in Organization Development and Change: Cases and Essays for Learning*. New York: John Wiley, 1977.

These case studies and essays illustrate ways of learning from failure in organization development and change. The first section describes entry into and diagnosis of the client organization, the second discusses the application of change technologies, and the third characterizes the termination and diffusion of the project. Change efforts in manufacturing organizations, schools, service industries, government agencies, and communities are described.

Dissertations

449. Bohn, Mary Bradford. "Process Consultation: A Case Study of the Role of a Process Consultant in an Early Childhood Program" Unpublished doctoral dissertation. University of Massachusetts, 1978.

Described the experiences of a process consultant to an early childhood program in a small New England school system during a major change effort resulting from the introduction of a holisitc educational model project. The consultant worked with three different teams of teachers, the Steering Committee, and an inservice training program designed to facilitate the implementation of the project. The dynamics and problems associated with each of the respective groups, the strategies employed by the consultant, and the results of the intervention are described.

450. Eich, Ritch K. "Organizational Communication Consulting: A Descriptive Study of Consultant Practices and Prescriptions."

Unpublished doctoral dissertation. University of Michigan, 1977.

Explores systematically the practice of organizational consulting as practiced by communication specialists. The study seeks to discover how communication consulting is conducted as well as to identify and discuss consultant ethics, practices, problems and experiences. Data were collected by means of a questionnaire mailed to 350 members of the International Communications Association and the Academy of Management.

451. Kazajian, Vard. "A Study of the Elements of Process as They Are Revealed in Mental Health Consultation." Unpublished doctoral dissertation. California School of Professional Psychology, 1973.

Delineates the elements of process as they reveal themselves in mental health consultation. Process is defined, structural phases in mental health consultation are described, and the differences between them and process dynamisms are clarified. The study indicates there is general agreement among subjects about the various elements of process in consultation, but it also indicates that the consultant's conceptual framework affects how the sequence of process evolves in the practice of mental health consultation.

452. Kiel, David H. "Consulting Systemic Ambivalence: A Case Study of the Progress of Institutionalizing an Innovative Program in a University Setting." Unpublished doctoral dissertation. University of North Carolina, 1975.

A case study of the author's role in developing a new educational program in a university setting. The study has a dual focus: (1) the evaluation of the consultation process itself; and (2) an analysis of the process of developing and institutionalizing the innovative program. The details of the consultation process at the individual, group and intergroup, and system-environment levels are presented.

453. Linden, Julie Hope. "Understanding Mental Health School Consultation: A Conceptual Approach to the Conflicts Produced by, The Process of, and the Theoretical Underpinnings Necessary to Consultation Practice." Unpublished doctoral dissertation. University of Pennsylvania, 1977.

Defines and illustrates conflicts between the mental health system and the school system. Seven key conflicts were culled from a review of consultation literature and personal observation. A process of consultation which provides the consultant with an understanding of the occurrences of the conflicts created by and encountered in mental health consultation to the schools and an intervention procedure for consultation which recognizes and uses conflict are presented.

Articles and Periodicals

454. Baizerman, Michael, and Hall, William. Consultation as a political process. *Community Mental Health Journal,* 13(2):142–149, 1977.

Focuses on consultation as a political-bargaining process in which actors seek to maximize, at minimal cost, expertise, organizational position, and organizational reputation. A view of consultation as political process allows for a shift in language in discussions of consultation. Four functions of consultation are suggested, and a perspective is proposed that looks at the consequences as well as the intents of the process.

455. Briggs, Chari H. Transition in school psychological services: A case study. *Journal of School Psychology,* 11(1):88–92, March 1973.

This article describes the transition of delivery of school psychological services from primarily a clinical model to one of consultation. It identifies existing conditions facilitating change, analyzes problems, and suggests solutions. New services arising from the changed perception of how a psychologist functions are discussed. (abs.)

456. Broad, Mary L. Developing women's resources. *Training and Development Journal,* 29(9):6–9, September 1975.

The problem of developing women's resources in an organization raises special questions and issues for consideration, particularly in the entry, diagnosis, and response and closure steps of the consulting process for the HRD consultant. (abs.)

457. Burgess, Ann Wolbert, and Lazare, Aaron. Issues in mental health consultation. In: Burgess, A. *Community Mental Health: Target Populations.* Englewood Cliffs, N.J.; Prentice-Hall, 1976.

Identifies basic issues in mental health consultation and analyzes the consultation process. Basic issues include: requests for consultation; the group identification problem; contracting of consultants to aid in planned changes in institutions; interdisciplinary team meetings; staff development; and community development.

458. Butler, Arthur G. Project management: A study in organizational conflict. *Academy of Management Journal,* 16(1):84–101, March 1973.

Considers that project management in functional organizations provides a fertile field for much-needed reexamination of the presumption of dysfunctional conflict when managers and employed professionals interact in organizations. It is stressed that systematic analysis must identify the foundations of human conflict and determine the extent to which the implications of such conflict for organizational behavior are functional or dysfunctional.

459. Doyle, Walter. Instructional Consultation: A Strategy for Classroom Intervention, 1974. (EDRS)

Instructional consultation is a school intervention strategy designed to improve the decisionmaking and performance capabilities of teachers and to modify the traditional colleague network in schools. The strategy is organized around four interrelated stages: entry, systematic observation, feedback, and training. This paper describes the components, characteristics, and behavioral science foundations of instructional consultation. Special attention is given to the intervention sequence underlying the strategy and to the use of the basic teacher-consultant relationship for building staff teams to increase the amount and quality of peer sharing among teachers. (abs.)

460. Emerson, Frances B. "The Teacher of Technical Writing as Industrial Consultant: Quantitative and Qualitative Problems with Technological Input." Paper presented at the 28th Annual Meeting of the Conference on College Composition and Communication, Kansas City, Mo., Mar. 31–Apr. 2, 1977. (EDRS)

The purpose of this paper is to help prepare the teacher of technical writing who is thinking of becoming an industrial consultant. The paper surveys five areas that frequently pose problems for consultants: establishing goals, extracting information from technologists and from source materials, assimilating the information, translating the information into final form, and testing the information. Suggestions are provided for dealing with the problems encountered. (abs.)

461. Evans, Dorothy A. Problems and challenges for the mental health professional consulting to a community action organization. *Community Mental Health Journal,* 9(1):46–52, Spring 1973.

Examines three issues of consultation to antipoverty agencies in relation to E. Schein's group process consultation method and G. Caplan's consultee-centered administrative consultation method. The importance of clinical skills for such work is apparent in the need for the consultant to respond to the interaction among intra- and interpersonal dynamics of antipoverty workers and the oppressive forces of poverty in which they live and work.

462. Geist, Richard A. Consultation on a pediatric surgical ward: Creating an empathic climate. *American Journal of Orthopsychiatry,* 47(3):432–444, 1977.

Details the intangible qualities inherent in the consultative atmosphere created by the confluence of the pediatric patient and staff psychological needs and describes the maintenance of this consultative process over time.

463. Georgiades, Nicholas J. Some strategy guidelines for psychologists involved in organizational change. *Bulletin of the British Psychological Society* (London), 28:232, 1975.

Suggests that the psychologist involved in organizational change is faced with highly complex and ambiguous sets of data. Guidelines for defining the role of psychologists in change situations are discussed, including such issues as consulting style, the nature of initial contact, and definition of client needs.

464. Grundle, Thomas; Emiley, Stephen; and Webb, Dorothy. Entry credentialization and role change in consultation to a consultation program in a school system. *Journal of Community Psychology,* 1(4):383–386, October 1973.

Analyzes a consultation program to a school system and a program within the system under the auspices of a third party. The issues of obtaining entry into the system, the subsequent role changes, and the consultation process itself are discussed.

465. Gustafson, James P., and Hausman, W. The phenomenon of splitting in a small psychiatric organization: A case report. *Social Psychiatry,* 10(4):199–203, October 1975.

Describes a consultative method that can be used by psychiatric staff members to avoid splitting in the work group. Methods of entry into the group, analysis procedures, common themes related to staff splitting, and characteristics of the intensive conference group procedure are discussed.

466. Jeffer, Edward K. Problems in organizational consultation in the United States Army. In: *Scientific Proceedings in Summary Form: 128th Annual Meeting of the American Psychological Association.* Washington: APA, 1975.

Paper presented at the 128th Annual Meeting of the APA reports problems in organizational consultation in the U.S. Army. Communication problems and structural difficulties inherent in Army organization are discussed.

467. Jeffer, E.K. Problems of organizational consultation in the army. *Adm. Mental Health,* 5(1):68–74, 1977.

Describes obstacles which impede psychiatrists from functioning effectively as organizational consultants for the army. These include communication breakdowns and problematic attitudes toward change and innovation. Additionally, innovations are difficult to implement because they are seen as impinging upon officers' "perogatives of command."

468. Kaltreider, Nancy B.; Martens, Wilma; Monterrosa, Susan; and Sachs, Lewis. The integration of psychosocial care in a general hospital: Development of an interdisciplinary consultation program. *International Journal of Psychiatry in Medicine,* 5(2):125–134, Spring 1974.

Describes the process of changing from a traditional psychiatric consultation to one in which representatives from psychiatry, psychology, social work, and nursing worked to carry out a coordinated plan to provide psychosocial consultation to a general hospital. A case example is provided.

469. Lippitt, Ronald, and Lippitt, Gordon. Consulting process in action (Parts I and II). *Training and Development Journal,* 29(5):48–54, 1975 (Part I) and 29(6):38–43, 1975 (Part II).

Examines the client-consultant working relationship. In Part I, consultation process phases considered are: (1) contact and entry; (2) contract formulation; (3) planning for problem solving; and (4) action taking and follow through. Part II presents a descriptive model placing the roles of the internal and external consultant on a continuum of more directive to more nondirective.

470. MacLennan, Beryce, W. Some problems in consultation. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation.* Adelphi, Md.: Mental Health Study Center, NIMH, 1975. pp. 144–155.

Describes typical problems in mental health consultation and their solutions, including: (1) assessing the need for consultation; (2) gaining access; (3) developing a group therapy program; (4) negotiating the contract; (5) transferring a consultation; and (6) case consultation uncovering a systemic problem.

471. McGraw, Kate R. "Consultation From a Consultee's Perspective." Paper presented at the American Psychological Association Meeting, Montreal, Quebec, Canada, August 1973. (EDRS)

This paper examines the assets and problems that occur when a school system relies on part-time, external mental health services. In this case, the "part-time services" are provided by local university (Yale) graduate students in the role of consultants. The greatest problem encountered is the attitude of the regular teaching staff who find the consultant's role ambiguous, as it often depends upon the degree to which each particular consultant develops it. Consultants are often regarded as either intruders or saviors; neither attitude is productive. Another problem is caused by the time lag during which the consultant can do little more than acquaint himself with the school system. Advantages include an expansion of services, along with a general intellectual "recharging" for much of the teaching staff. In addition, new approaches to education reach the school system more quickly through the students' influences. Finally, the staff benefits from outside, objective appraisal. The author suggests that some problems would be alleviated through the use of an explicit mutual contract so both the consultant and the school system know what is expected and so all regular personnel are informed of consultant's specific roles. (abs.)

472. Mann, Phillip A. Mental health consultation in school settings. *Personnel and Guidance Journal,* 56(6):369–373, 1978.

Presents a working model of consultation to schools used by the author, operating from a community mental health setting. Issues of entry, implementation, specialized techniques, evaluation and termination are considered.

473. Mumford, Alan. Management development and the powers of observation. *Personnel Management,* 8(10):26–29, 1976.

Argues that observation is an underused consultancy method which can aid in accurate diagnosis of management problems and increase acceptance of consultancy studies.

474. Pierce, Robert A., and Schwartz, Allan J. Reflections on mental health consultation to residence hall personnel. *Journal of College Student Personnel,* 18(2):128–132, March 1977.

Describes five lessons learned from the author's experiences in consulting with residence hall staff: Meet the clients' needs. Study and negotiate the contract carefully. Crises present opportunities for growth and change. Structured consultation is more apt to be useful than unstructured consultation. Successful research must be tied to the client's needs.

475. Rawlyk, Shirley. The effective use of consultative service in the schools. *Edvcation Canada,* 17(2):9–13, Summer 1977.

Discusses the nature and the process of consultation in public education. (abs.)

476. Reddin, W.J. Confessions of an organizational change agent. *Group and Organization Studies,* 2(1):33–41, March 1977.

Presents an account of errors made by the author in his role as organizational change agent working as a process consultant. For each error there is an illustrative case study in which he was directly involved. The errors include initiating change from the bottom up, creating a change overload, raising expectations beyond what is possible, allowing inappropriate attachment, becoming trapped in one part of the organization, changing only a subsystem, inappropriately using behavioral interventions instead of structural interventions, losing professional detachment, assuming that a change is needed, and failing to seek help.

477. Ronstadt, Margaret. "The Consultation Process, 1974." (EDRS)

This paper presents a description of the four stages of the consultation process, an examination of the interviewing behaviors used by the consultant to achieve his goals, and a discussion of the purpose of consultation. The four stages of consultation include problem identification, problem analysis, intervention, and evaluation. The interviewing behaviors used may be classified as: (1) structuring, (2) defining, (3) summarizing, (4) informative, (5) interpretive, (6) validating, or (7) reinforcing. The discussion of the purpose of consultation focuses on the fact that, although the aim of consultation is to change child behavior, consultation very likely leads to alternations in change agent and psychologist behavior as well. (abs.)

478. Russ, Sandra W. Group consultation: Key variables that effect change. *Professional Psychology,* 9(1):145–152, February 1978.

Discusses interventions of the consultant that result in change, and stresses the need for development of consultation theory so meaningful research can occur. Two hypothesized key variables of the effective consultation process—consultant-consultee relationship and facilitation of information processing—are considered.

479. Trachtman, Gilbert M. T.O.D.D.: An innovative approach to innovation in the elementary school. *Journal of School Psychology,* 12(3):233–241, Fall 1974.

This is a case study of a successful school consultation in which it was proposed to the board of education that the initiative for change be handed back to the faculty. Focus was upon the initation of certain processes, with product being a secondary consideration. (abs.)

See also: 6, 7, 9, 10, 13, 15, 18, 19, 20, 25, 27, 32, 35, 41, 46, 47, 49, 59, 61, 68, 70, 71, 87, 101, 104, 118, 128, 130, 134, 136, 138, 158, 172, 177, 199, 200, 201, 211, 219, 229, 230, 238, 249, 251, 252, 262, 266, 273, 276, 279, 285, 287, 288, 291, 303, 309, 312, 315, 317, 318, 321, 323, 326, 327, 336, 337, 351, 355, 360, 361, 363, 369, 370, 372, 374, 375, 382, 385, 387, 392, 396, 400, 401, 409, 413, 414, 419, 420, 421, 423, 425, 426, 427, 429, 431, 432, 433, 435, 436, 439, 593, 597, 600, 601, 603, 607, 643, 644, 650, 651, 658, 661, 662, 663, 666, 669, 677, 689, 692, 693, 702, 712, 719, 720, 721, 723, 725, 728, 729, 730, 733, 734, 735, 736, 752, 761, 767, 770, 774, 781, 800, 806, 810, 813, 816, 821, 822, 852, 853, 865, 871, 883.

TRAINING OF MENTAL HEALTH CONSULTANTS

Books

480. Kaslow, Florence W. *Supervision, Consultation, and Staff Training in the Helping Professions*. San Francisco: Jossey-Bass, 1977.

Presents perspectives from the fields of psychology, sociology, psychiatry, social work, and marriage and family therapy on supervision, consultation, and staff training of human service personnel. The first section focuses on the history and philosophy of supervision and consultation; the second section presents supervisory and training techniques and processes; and the third section focuses on specific settings in which supervisory and training activities occur, including criminal justice settings and community mental health centers.

481. Rosenbaum, C. Peter, and Beebe, John E., III. *Psychiatric Treatment: Crisis, Clinic and Consultation*. New York: McGraw-Hill, 1975.

Describes psychiatric systems and methods, blending conceptual premise and practical advice, as an instructional guide for the psychiatric resident. Material covered includes problems inherent in abortion consultation and psychiatric consultation in the general hospital.

Dissertations

482. Cavalluzzo, Virginia A. "An Investigation of Selected Factors for Training Consultant Teachers." Unpublished doctoral dissertation. George Peabody College for Teachers, 1974.

Investigated factors of the Consultant Teacher Services Training Program at the George Peabody College for Teachers which enhanced the trainees' behaviors as facilitators of change. These factors were identified as personal growth, knowledge of consultant teaching skills, and a positive attitude toward handicapped people.

483. Francisco, Richard Paul. "A Program of Professional Preparation for School Counselors as Internal Organizational Consultants: Theory, Practice, and Possibilities." Unpublished doctoral dissertation. University of Oregon, 1976.

Explores the history of the counseling and guidance movement and events leading to diversity in the public school counselor role. The current counselor-consultant elementary school model was analyzed, and a program of professional preparation for school counselors as internal organizational consultants was developed. A special instrument was developed to test several hypotheses and ascertain whether school counselors would be open to working in a consultation role.

484. Smith, Joanne Marie Beutler. "Social Work Consultation: Implications for Social Work Education." Unpublished doctoral dissertation. University of Utah, 1975.

The study sought to identify the need for curriculum development of content on consultation in social work education, develop recommendation on the nature and timing of the curriculum content. and formulate a model for developing curriculum content for the preparation of the social worker to function in the consultant role.

Articles and Periodicals

485. Arikado, Marjorie S., and others. *The Elementary School Consultant: An In-Basket Simulation Exercise.* Toronto: Ontario Institute for Studies in Education, 1974. (Available from the Ontario Institute for Studies in Education, Publication Sales, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.)

The simulation materials in this booklet have been presented in the form of problems encountered by the elementary school consultant. Their use can be directed to serve the following objectives: (1) improve skills related to the administrative and consultative processes of decisionmaking, supervision, planning, and problem-solving; (2) increase understanding of the organizational and social setting in which the administrative and policymaking processes operate; (3) increase understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) increase understanding of the consultative and leadership roles as part of the larger organization and system; (5) increase understanding of self and others as part of interpersonal relationships within a group setting; (6) improve skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; (7) improve skill in the use of various models of problem solving; and (8) improve understanding of the consultative role within the context of the classroom, school, and school board setting. (abs.)

486. Bardon, Jack I. "The Consultee in Consultation: Preparation and Training." Presented as part of a Symposium on Training and Research in Consultation, American Psychological Association Convention, San Francisco, California, August 29, 1977

Comments on the need for consultees to be adequately prepared for consultation to effectively use the consultation process. In addition to outlining adequate educational preparation and training for potential consultees, this paper also provides suggestions for the school-based consultant, in the absence of teacher training in consultation, and argues that research on consultation process and the effectiveness of training should attend to consultee-related factors rather than limit the focus to client-related factors.

487. Barton, A. Keith; Andrulis, Dennis P.; Grove, William P.; and Aponte, Joseph F. A look at community psychology training programs in the seventies. *American Journal of Community Psychology*, 4(1):1–11, 1976.

Examines the extent to which community psychology concepts and methodology are being taught and practiced in university and internship programs. Significant program trends include community psychology skill identification in consultation, field placements, therapeutic, and program development and evaluation areas.

488. Brown, Alexander L., and Jackson, Dennis N. The new professional: The counselor/consultant. *Journal of Non-White Concerns in Personnel and Guidance*, 5(1):41–44, October 1976.

Analyzes three approaches that facilitate and maximize the growth potential of this emergent professional. Included are a number of viable training alternatives for the counselor/consultant. (abs.)

489. Carman, Roderick S. Training community consultants for system change. *International Journal of Social Psychiatry*, 21(1):62–64, Winter-Spring 1974–1975.

Suggests that training include systems analysis, practicum experiences involving student-initiated activity, and research and evaluation. Problems due to some mental health workers' unwillingness to expand their conceptual horizons beyond theoretical formulations of individual behavior are noted.

490. Carroll, Andrea; Gurski, Gabriele; McIntyre, Keren; Male, Mary; and Stem, Marilyn. *Training Components for the Secondary Resource Specialist in California: Promising Practices.* Los Angeles: California Regional Resource Center, University of Southern California, 1977. (EDRS)

Designed to accompany the volume *The Secondary Resource Specialist in California—Promising Practices,* the document presents the components of a program for training secondary resource specialists for mildly and moderately handicapped students. Covered are three training components, each including a listing of objectives, reading assignments, schedules, presentation outlines, and needed printed materials. Noted for the training components (each of which takes 1 day to present, in its entirety) are the following objectives: for component one—structure and management of the secondary resource specialist program—knowledge of characteristics of a moderately handicapped learner, legal constraints on the specialist, structure of the program, limitations of a "special education wing," and time management; for component two—establishing communication links—knowledge of available community resources, competencies necessary for the specialist, importance of parent involvement, presentations to regular classroom teachers, and role relationships within the schools; and for component three—curriculum approaches—knowledge of curriculum adaptation, material evaluation, material selection, behavior problems, the importance of vocational training, necessary life skills, and types of tutoring and their effectiveness. (abs.)

491. Daniels, Robert S. Is psychiatry a "primary" medical care specialty? *Psychiatric Opinion,* 13(3):34–36, 1976.

Discusses the shortage and maldistribution of psychiatrists and primary care physicians and proposes that psychiatric training programs would benefit from more extensive liaison with other medical disciplines. There has been an increased tendency for physicians to practice in groups and include psychiatrics within these groups. Thus training programs have an obligation to develop skills which allow the psychiatrist to function effectively in these settings.

492. Dinkmeyer, Don, and Carlson, Jon. Consulting: Training counselors to work with teachers, parents, and administrators. *Counselor Education and Supervision,* 16(3):172–177, March 1977.

Practicing counselors and researchers are realizing the value of consulting with teachers, parents, and administrators. Counselor educators need to begin to train counselors formally and systematically in these skills. A competency-based training model is presented. A list of 14 competencies is given to the student at the beginning of a course. Each competency is clearly described in terms of skills and performance expected. The process of acquiring the skills involves demonstration through role playing in front of the class and in small groups, written examination, monitored consultation, and student consultation on videotape. A typical unit is described.

493. Dorr, Darwin. Training for rapid behavioral consultation. *Professional Psychology,* 9(2):198–202, 1978.

Presents a model for training students in behavioral consulting. The use of in vivo modeling as the major procedure for communicating with teachers, in which the consultant lectures very little and starts direct interaction with youngsters as soon as possible, is emphasized. The benefits and problems of this approach are discussed.

494. Eaton, James H.; Goldberg, Richard; Rosinski, Edwin; and Allerton, William S. The educational challenge of consultation-liaison psychiatry. *American Journal of Psychiatry,* 134(Supp):20–23, March 1977.

Examines issues related to the quality of psychiatric consultation-liaison education programs on the basis of data from the 1975 National Institute of Mental Health review of grant proposals for 71 such programs. This category of programs received the lowest percentage of approval (31 approved), which is seen as a reflection of the state of development in this field.

495. Fine, Stuart, and others. Practical application of mental health consultation techniques. *Canadian Psychiatric Association Journal,* 19(6):569–575, December 1974.

Describes four different psychiatric consultation programs (to schools, to a public health unit, to agencies for the handicapped, and to a welfare agency). The manner in which consultation skills can be taught is discussed, and research on an evaluation of such consultation programs is urged.

496. Froehle, Thomas C. Systematic training for consultants through competency-based education. *Personnel and Guidance Journal,* 56(7):436–441, 1978.

Attempts to define competency-based education for consultant trainees and describes some of the more common approaches used in identifying, organizing, classifying and evaluating competencies that training programs in consultation seek to develop. The differences in the delivery systems for CBE and more traditional models are discussed.

497. Gallessich, Jane. Training the school psychologist for consultation. *Journal of School Psychology,* 12(2):138–149.
Suggests and discusses several dimensions, value orientation, target, operational level, method, and consultant role, which are helpful in identifying differences among models of consultation. These dimensions are applied to the evaluation of major models: (a) consultation to transmit information, (b) medical model consultation, (c) mental health consultation, (d) program consultation, (e) process consultation-organizational humanization and renewal, and (f) advocacy consultation-social systems intervention. A school consultation training program is described, and related training issues are raised.

498. Houpt, Jeffrey L.; Weinstein, Harvey M.; and Russell, Michael L. The application of competency-based education to consultation-liaison psychiatry: Parts I–III. *International Journal of Psychiatry in Medicine,* 7(4):295–307, 309–320, 321–328, 1977.
These three papers present a competency-based model for training in consultation-liaison psychiatry, addressing the areas of data gathering and case formulation, intervention knowledge and skills, and the implications of the model for issues such as program design and the relationship of consultation-liaison psychiatry to medicine.

499. Hyman, Irwin, and Meyers, Joel. Training for change: A university supervised internship in a single setting. *Journal of School Psychology,* 11(2):161–167, Summer 1973.
The internship program described in this paper provides the trainee with experiences and skills consistent with a consulting model for school psychological services. This model is a single-setting, school-based internship under the supervision of a single faculty member. (abs.)

500. Jackson, John H., and Bernauer, Margaret. "Skills for Comprehensive and Effective Psychological Services in Large Urban School Districts." Summary of a Division of School Psychology Workshop, American Psychological Association 20th Professional Institute, Chicago, August 27–29, 1975. (EDRS).

The first section discusses the expected on-the-job capabilities of school psychologists in relation to preservice training. The major topics addressed include: diagnosis; consultation; therapeutic intervention; and administration, supervision, and relationships. The second section identifies the capabilities required of school psychologists and administrators of school psychological services. It focuses on the psychoeducational diagnostic capabilities needed by school psychologists, on the psychoeducational consultation capabilities needed by staff psychologists, and on the administration, supervision, and relationships capabilities needed by administrators and supervisors. Workshop participants agreed on a number of recommendations, the ultimate end of which were to bring university training in line with service needs in the schools of large urban districts. Five recommendations were made: (1) review and improve criteria for selecting individuals for acceptance into school psychology training programs and provide them with opportunities for personal development experiences; (2) encourage careful selection of students; (3) encourage trainers to expose students to experiences designed to maximize their sensitivities to other countries; (4) encourage trainers to give careful consideration to standardization of diagnostic skills training programs; and (5) encourage continuing education for school psychologists on the job. (abs.)

501. Johnson, M.C., Training to help children with learning difficulties in Denmark. *Association of Educational Psychologists Journal,* 4(4):31–33, Spring 1977.

Describes the training and work of Danish school psychologists. The focus is on practice, which has equal status with "scientific study." Extensive experience in the schools and the use of case conferences allow the psychologist to consult with all who have anything to contribute toward the understanding of the child. This avoids labeling and encourages a more open attitude to the need for remedial help on the part of pupils and staff.

502. Jung, Charles, C. Organizational development in education. *Preparing Educational Training Consultants: Organizational Development (PETC-III).* Portland, Ore.: Northwest Regional Educational Laboratory, April 1977. (EDRS)

This is one of three companion volumes that present the theoretical basis, instructional strategies, and participant materials for the Preparing Educational Training Consultants: Organizational Development (PETC-III) program, an instructional system for training school system organizational development (OD) consultants. This particular publication provides the theoretical framework for the PETC-III training system and, more generally, for the application of OD in educational settings. The PETC-III program is one of eight instructional systems that together comprise the Providing Organizational Development Skills (PODS) program, which is intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS are most effective when taken sequentially; PETC-III is intended to be the last step in that sequence. The training design of PETC-III calls for five separate 3–4 day workshop sessions totaling 17 days, to be held during a period of 6–8 months. (abs.)

503. Kimball, Chase P. The clinical case method in teaching comprehensive approaches to illness behavior. *Psychosomatic Medicine,* 37(5):454–467, Sept.-Oct. 1975.

Describes the rationale for a method of teaching consultative skills to psychiatric residents, which uses a case presentation to elicit student associations and questions about various diagnostic, behavioral, and treatment issues. A complete example of such a presentation is provided.

504. Krakowski, Adam J. Liaison psychiatry: Factors influencing the consultation process. *Psychiatry in Medicine,* 4(4):439–446, Fall 1973.

Presents a review of the literature and the results of a recent attitudinal survey as basis for understanding the consultation process and designing continuing education programs which can effectively teach the psychosocial aspects of medical care.

505. Kratochwill, Thomas, and Bergan, John. Training school psychologists: Some perspectives on a competency-based behavioral consultation model. *Professional Psychology,* 9(1):71–82, 1978.

Presents a behavioral consultation training model that articulates training competencies and service goals in school psychology. The model promotes evaluation of competencies of school psychologists and their impact on the settings in which consultation services are provided within the context of applied behavior analysis.

506. Lambert, Nadine M.; Yandell, Wilson; and Sandoval, Jonathan H. Preparation of school psychologists for school-based consultation: A training activity and a service to community schools. *Journal of School Psychology,* 13(1):68–75, Spring 1975.

Presents a set of training experiences to develop school-based consultation skills in preservice school psychologists and discusses problems in implementing this model of service. The preparation of students to deal with teacher and principal expectations is reported on, and the methods for mobilizing teachers to plan more precisely to meet the needs of individual pupils is discussed.

507. McBride, Hugh J., and Morrow, Robert D. "The Psychologist as a Change-Agent in Providing In-Service Training to Staff Members Serving School-Aged Severely Retarded." Paper presented at the 55th Annual International Convention, The Council for Exceptional Children, Atlanta, Ga. April 11–15, 1977. (EDRS)

As a result of court rulings and legislation which makes it illegal to discriminate among children, but also illegal not to identify children who have educational handicaps, school psychologists are seen to face a role crisis in the education of handicapped children. Recommended for those working with the severely retarded are two types of services: administration and interpretation of educationally related assessments and consultation in implementing a prescriptive program based on the assessment. Diagramed is a model to train psychologists as change agents. (abs.)

508. McGreevy, C. Patrick. Training consultants: Issues and approaches. *Personnel and Guidance Journal,* 56(7):432–435, 1978.

Identifies the conceptual issues to be addressed when training consultants. Current training practices are reviewed, and the rationale for an emerging approach is considered. A working definition of consultation is presented, together with suggested curricular elements and instructional activities.

509. McKegney, F. Patrick, and Weiner, Sheldon. A consultation-liaison psychiatry clinical clerkship. *Psychosomatic Medicine,* 38(1):45–54, 1976.

A new psychiatry clinical clerkship, using the problem-oriented medical record system and the audit of student performance, is reported. A description of the background or curricular matrix of this clerkship is followed by an outline of the rotation's goals, and evaluation and educational strategies as developed over 2 years.

510. Margerison, C.J. Group Development: A question of consulting strategy. *Journal of European Training,* 3(3):247–264, 1974.

Considers process consultation within the context of group work as a training method.

511. Marshall University, Huntington, W. Va., Regional Education Service Agency, Region 5, Parkersburg, W. Va., and West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W.Va. *Career Education Consulting Package: Pack I.* Counselors, February 1976. (EDRS)

This career education consultant package for use with counselors is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: counselors, primary K–3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package contains an outline presentation to counselors which provides a general overview of career education and techniques, and methods of implementation of career education. The greater part of the package is a suggested presentation of career education to junior high counselors and teachers. Its purpose is to stress the importance of having counselors and teachers increase their involvement in career education, show ways in which they may further their involvement in career education, get them involved in one simple activity, and provide resources on career education. (abs.)

512. Marshall University, Huntington, W.Va., Regional Education Service Agency, Region 5, Parkersburg, W.Va., and West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W.Va. *Career Education Consulting Package: Pack IV.* Intermediate, February 1976. (EDRS)

This career education consultant package, designed for use with staff at the intermediate grade level, is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: counselors, primary K–3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, was used as a reference work for the packages.) This package contains resource materials for use by the consultants, suggestions for display articles at inservice meeting workshops, a form for analysis of personal behavior in groups, statement of career education goals, and other handouts for teachers to use in helping students' personal and vocational development. (abs.)

513. Marshall University, Huntington, W.Va., Regional Education Service Agency, Region 5, Parkersburg, W.Va., and West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston. W.Va. *Career Education Consulting Package: Pack V*. Administrators, February 1976. (EDRS)

This career-education consultant package for use with school administrators is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: counselors, primary K–3, junior and senior high, intermediate, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package includes an introduction concerning career education needs, which is extended to include general information, definitions, justification, and purpose. Specific information for school administrators is also presented, including an overview of career education, a discussion of infusion of career education into curriculum and the cost of implementation, examples of previous career-education projects in other schools, possible pitfalls, and transparencies and handouts. (abs.)

514. Marshall University, Huntington, W.Va., Regional Education Service Agency, Region 5, Parkersburg, W.Va., and West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education, Charleston, W.Va. *Career Education Consulting Package: Pack VI*. Handouts and transparencies, 1976. (EDRS)

This package of handouts and transparencies is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: counselors, primary K–3, junior and senior high, intermediate, and administrators. The 17 handouts and 3 transparencies are to be coordinated with workshop activities in the other pacakges. Major topics covered in the handouts are "Straight Answers on Career Education" (by Kenneth Hoyt), "Thinking of Bringing Career Education to your School System," and "Career Education—Where Are We Going?" Other materials briefly present local experiences and activities in various States. (abs.)

515. Mensh, Ivan N. Consulting in medical, educational, and training settings. *Professional Psychology*, 5(2):129–132, May 1974.

Summarizes the curricula of programs in internship training, forensic psychiatry and psychology, advanced psychiatric residency, and community psychiatry as examples of concepts and practices in the education of health professionals. The principal objective of these programs is to increase the ability of the professionals to serve consultation and related functions in work with both other professionals and nonprofessionals. The role of the consultant is to assist the inquiring individual to define his consultation needs by asking the appropriate questions and to suggest solutions to the problems he poses, specifying the probable outcomes of the various options.

516. Pino, Rene F., and Emory, Ruth P. Instructional Strategies. *Preparing Educational Training Consultants: Organizational Development (PETC-III).* Portland, Oregon: Northwest Regional Educational Laboratory, September 1977. (EDRS)

This is one of three companion volumes that present the theoretical basis, instructional strategies, and participant materials for the Preparing Educational Training Consultants: Organizational Development (PETC-III) program, an instructional system for training school system organizational development (OD) consultants. This particular publication is an instructional manual for use by the senior trainer in charge of the PETC-III program. Besides outlining instructional strategies for use during the workshop activities, it also includes a sample set of memos, work assignments, and additional resources to be mailed to program participants between workshops. The PETC-III program is one of eight instructional systems that together comprise the Providing Organizational Development Skills (PODS) programs, which is intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS are most effective when taken sequentially; PETC-III is intended to be the last step in that sequence. The training design of PETC-III calls for five separate 3–4 day workshop sessions totaling 17 days, to be held during a period of 6–8 months. (abs.)

517. Polk, William J., and MacLennan, Beryce W. Experiences in the training of mental health consultants. In: Mannino, F.; and MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation.* Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 131–143.

Describes four experiences illustrating the wide diversity of needs encountered in training mental health consultants. The situations discussed involve: (1) psychiatry residents; (2) interdisciplinary group of professionals learning consultation theory; (3) community mental health center staff; and (4) sophisticated State and regional mental health officials.

518. Quinn, Tom. Training counselors for today's world. *NASSP Bulletin,* 61(410):54–60, September 1977.

Describes the areas in which a counselor-consultant needs to be trained and a program for implementing such a training program. The counselor-consultant can provide coordinated consultant services for administrators, teachers, counselors, aids, volunteers, parents, and students. (abs.)

519. Randolph, Daniel L. Training the counselor as a behavioral consultant: A workshop model. *Counselor Education and Supervision,* 14(2):147–150, December 1974.

Describes a workshop model for training counselors to serve as behavioral consultants to teachers who use behavior modification techniques in the classroom. The three-phase program, which involves simulated classes and video taping, is outlined, and evidence of its effectiveness is noted.

520. Rieger, Wolfram. Teaching consultation psychiatry: The consultant as interpreter. In: Brady, J. ed. *Psychiatry: Areas of Promise and Advancement.* New York: Spectrum, 1977. pp. 229–234.

The role of the psychiatric consultant as the interpreter of psychiatric knowledge and concepts to the medical staff and the patient is discussed as an important aspect in the teaching of consultation psychiatry.

521. Rockowitz, Ruth J., and Stebbins, Winifred C. School learning and adjustment: Interdisciplinary training for pediatricians. *Journal of Medical Education,* 50(11):1063–1064, November 1975.

Describes a school health program designed to assist the medical trainee in gaining competence as a private practitioner or consulting school physician. Most of the training is school- rather than hospital-based, and a team approach is stressed.

522. Rubino, Thomas J.; Gallagher, Noreen; Scelza, Carol; and Toker, Averil. *Learning Disabilities Teacher-Consultant Handbook.* Trenton: New Jersey State Dept. of Education, October 1973. (EDRS)

The handbook presents guidelines for the learning disabilities teacher-consultant (LDT-C) in evaluative and integrative consultation, educational plan development, instructional leadership, and educational assessment including an historical perspective of the development of this group of professionals in New Jersey and a description of their professional role. The chapter on evaluative consultation covers diagnostic fields in which information may be needed and includes possible questions in such areas as medical, psychological, social, and academic assessment. Suggestions for the LDT-C in relation to teacher conferences, personal observations, and review of records are also included. Outlined are guidelines for report writing and steps to follow in the development of an educational plan. Covered in the chapter on instructional leadership are topics such as activities, purposes, organization, planning, and techniques for the implementation of inservice training of school personnel. A guide for the identification of possible learning problems is provided in another chapter and covers such areas as visual, auditory, motor, cognitive, and task-orientation assessment with a list of questions for each area. Provided are addresses of 30 providers of assessment materials. (abs.)

523. Schubert, Daniel S.P.,and McKegney, Patrick. Psychiatric consultation education—1976. *Archives of General Psychiatry*, 33(10):1271–1273, 1976.

Reports the teaching of consultation liaison psychiatry to psychiatric residents, medical students, and other trainees from 92 medical schools. CL training for residents still represents a small portion of their entire experience.

524. Signell, Karen A. An interaction method of teaching consultation: Role-playing. *Community Mental Health Journal*, 10(2):205–215, Summer 1974.

Presents guidelines and suggestions for exercises for instructors using role-playing techniques in classroom settings, specifically courses in consultation procedures. First, instructors show standard techniques and how to handle awkward situations. The students first experience role playing in the familiar role of therapist to differentiate therapy and consultation responses. Then they practice being consultants, anticipating certain pitfalls in consultation. Later, they role play consultees and discover which consultation interventions work best. Class members generally set up their own role playing, challenge the limits of each others' styles, and draw upon their role-life experiences in class as a model.

525. Special Education Curriculum Training Center, Missouri University. "Module Specification Phase, Special Project: Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children." Interim Report. Columbia, Mo. Missouri University, February 1973. (EDRS)

The interim report details the process followed in the development by the University of Missouri of 20 module specifications for a competency-based training program to prepare curriculum consultants for educational programs serving handicapped children. Major project goals are said to include the systematic identification of competencies, the design of instructional modules, and the packaging of modules in a form to facilitate use by other training institutions. Included are the texts of specification manuals produced for the following modules: evaluating/curriculum, evaluating/instruction, evaluating/materials and media, evaluating/communication processes, evaluating/support systems, developing/curriculum, developing/instruction, developing/materials and media, developing/communication processes, developing/support systems, training/instruction, training/materials and media, training/communication processes, advising/curriculum, advising/instruction, advising/materials and media, advising/communication processes, advising/support systems, serving as liaison/communication processes, and serving as liaison/support systems. Within each module, specifications follow a format at three levels of increasing specificity: competencies within module topics, competency components within competencies, and behavioral objectives within competency components. (abs.)

526. Stapleton, Peter. Learn a trade, make big money—Be a consultant. *Independent School Bulletin,* 35(2):49–51, December 1975.

As a public service to independent schools, the author wryly lists a brief set of 10 pointers for aspiring consultants. (abs.)

527. Stollak, Gary E. Education for early childhood consultation. *Journal of Clinical Child Psychology,* 3(1):20–24, Winter 1974.

Discusses the development of courses and techniques to help graduate students acquire experience with, and knowledge of, young children to pass on to parents and teachers. Methods of evaluating this training are suggested. The graduate course sequence presently under investigation is summarized.

528. Stollak, Gary E. Graduate education for early childhood consultation. *Professional Psychology,* 9(2):185–191, 1978.

Describes the development of courses, material, and techniques to help graduate students (1) acquire experience with, and knowledge of, the development of children from conception through 8 years of age, and (2) develop skills to impart this knowledge to parents, teachers, and all others involved in early child care, education, and rearing. Methods of evaluating the effects of such graduate training and education are also discussed.

529. Thurman, Richard L., and Snowe, Robert J. The nurse practitioner and institutional facilities for the mentally retarded: Are they compatible? *Journal of Psychiatric Nursing and Mental Health Services,* 14(5):7–10, 1976.

Describes the thrust of a teaching seminar established between a State-operated residential facility for the mentally retarded and a university pediatric nurse practitioner program. Specific areas that nurse practitioners might develop, including consultation, are identified and described.

530. Tindall, Ralph H. The internship in school psychology: A contiguous model. *Journal of School Psychology,* 11(3):258–261, Fall 1973.

The proposed contiguous model of applied experience woven with planned didactic sequences meets most of the professional training needs of school psychologists enrolled in the University of South Carolina Training Program. The student in the doctoral program will have acquired fundamental skills in four important areas of school psychology; evaluation, research, consultation, and supervision. (abs).

531. Wardell, W.M. Consultative services in clinical pharmacology. *Journal of Clinical Pharmacology,* 15(11–12):721–4, November-December 1975.

Reports on the proceedings of a workshop on consultative services of the Third Annual Meeting of the American College of Clinical Pharmacology, 1974.

532. Weil, T.P. Health care consultants as implementors of health services research. *Inquiry,* 12(3):246–50. September 1975.

Describes the types of health services research findings used in hospital and health services consultation and suggests possible approaches that graduate programs in health care administration might take to disseminate current research findings more effectively.

See also: 17, 40, 63, 90, 102, 132, 159, 164, 184, 190, 202, 203, 226, 264, 305, 358, 378, 407, 420, 444, 447, 602, 609, 610, 612, 615, 670, 722, 732, 737, 745, 768, 772, 779, 783, 784, 786, 788, 790, 792, 797, 799, 801, 803, 804, 819, 820, 821, 822, 826, 842, 843, 844, 849, 861, 873, 880.

ETHICAL ISSUES

Articles and Periodicals

533. Duncan, Jack A. Ethical considerations in peer group work. *Elementary School Guidance and Counseling,* 11(1):59-61, 1976.

Presents a set of ethical guidelines for peer facilitators in group counseling work. The helping professional is responsible for the supervision of all peer-group work experiences through consultation with the peer-group counselor, review of audio or video-tape recordings, and volunteered feedback from participants.

534. Fanibanda, Dariusk. Ethical issues of mental health consultation. *Professional Psychology,* 7(4):547–552, November 1976.

In an effort to define the functional goals of mental health consultants, the following basic principles are presented and discussed: responsibility, autonomy, client and consultee welfare, misrepresentation, renumeration, consultant-consultee relationship and confidentiality.

535. Higdon, R.E. Medical/legal status of consultants. *Journal of Legal Medicine,* 4(2):34–5; 39–41, February 1976.

Discusses the legal duties and responsibilities of the consultant called in by the attending physician for advice and counsel.

536. Maidment, Robert. How to tell for yourself whether that consultant you are considering is Solomon or a snake oil salesman. *American School Board Journal,* 164(6):31–34, June 1977.

Poses 10 questions representing typical situations involving consultants, each designed to illustrate an important ethical point. (abs.)

537. Perlman, Baron. Ethical concerns in community mental health. *American Journal of Community Psychology,* 5(1):45–57, 1977.

Considers nine areas of conflicting values and ethical concerns in an effort to begin formulation of a blueprint of ethical guidelines for community mental health workers. Ethical principles generic to each area, including consultation, are put forth.

538. Starkman, Monica N., and Youngs, David D. Psychiatric consultation with patients who refuse medical care. *International Journal of Psychiatry in Medicine,* 5(2):115–123, Spring 1974.

Ethical and pragmatic issues related to patient refusal of medical care are considered and a comprehensive approach to psychiatric evaluation and management is presented. Legal interventions which may be used are described. The medical-legal committee and interdisciplinary case conference are suggested as avenues for discussion, problem solving, and education.

See also: 63, 680

HIRING AND USING MENTAL HEALTH CONSULTANTS

Books

539. Fuchs, Jerome H. *Making the Most of Management of Consulting Services*. New York: Amacom, 1975.

Directed to businessmen and corporate executives who want to know the dimensions of management consulting, this book presents advice on deciding when to engage a consultant, how to define his/her job requirements, and how to implement recommendations and measure performance. Specific methods on how a company can develop comparable in-house expertise are also included.

Dissertations

540. Garlick, Leonard Davison. "An Analysis of Client-Consultant Collaboration in Developing Information Systems for State Education Agencies." Unpublished doctoral dissertation. University of Iowa, 1975.

The research problem was to create a theoretical model to provide guidelines to successful use of consultants in developing educational information systems in State education agencies, to survey agencies relative to their use of consultants for that purpose, and to refine the model according to analysis testing the relationship of model components to reported success of consultant engagements.

541. Myers, Julius, Jr. "A Study of Criteria for Selection of Clinical Consultants in the Michigan State University Cluster Pro-

gram." Unpublished doctoral dissertation. Michigan State University, 1973.

The major purpose of this investigation was to study the existing criteria used for selecting clinical consultants to determine whether student teachers, supervising teachers, public school principals, center directors, and clinical consultants agree upon commonly accepted criteria.

Articles and Periodicals

542. Becker, Stephen. How to work with and manage outside training consultants. *Training,* 13(7):14–16, July 1976.

The training departments that need consultant help the most often are the least likely to hire it because they do not realize the time and money outside consultants can save. Training directors are advised on how to increase training value by effective management of the relationship with outside consultants. (abs.)

543. Brown, Stephen W., and Jackson, Donald W., Jr. On choosing a management consultant. *Arizona Business,* 22(8):9–14, 1975.

Discusses when a consultant should be used, how to choose a consultant, and how the organization can derive maximum benefit from that consultant.

544. Davidson, Richard G. How are you using your inservice consultants? *High School Journal,* 56(8):370–373, May 1973.

Author describes an operational rationale for broadening the local director's information base before final consultant selection, as well as a programmatic design for the most effective use of the visiting consultant once he arrives at the training site. (abs.)

545. Frankenhuis, Jean Pierre. How to get a good consultant. *Harvard Business Review,* 55(6):133–139, 1977.

A management consultant considers the many questions potential clients should ask themselves when deciding on the need for a consultant and analyzes the sometimes uneasy relationship between client and consultant.

546. Hammons, James O., and Hunter, Wallace E. Using consultants to improve instruction. *New Directions for Community Colleges,* 5(1):37–43, Spring 1977.

Reviews the many possible roles of external consultants and suggests a 10-step approach for using external consultants effectively to improve instruction. (abs.)

547. Harty, Harold, and Bonwit, Toby. *A Guide to Inservice Educators: Tips for Obtaining and Utilizing Consultants in Public Schools*. Teacher Education Forum Series, 2(10). Bloomington: School of Education, Indiana State University, April 1974. (EDRS)

This guide to inservice education is designed to help people in school systems (teachers, administrators, counselors, evaluators, and paraprofessionals) with the selection and use of the skills and knowledge of those university faculty committed to inservice education. Consultants are listed who are willing to serve as leaders of workshops, seminars, and rap sessions and in consultation with individuals or small groups of school system educators. Means of contacting these consultants are included. The consultants are also available to form technical assistance teams (TATS) for purposes of teacher center development, competency-based program development and implementation, desegregation planning, and training, etc. (abs.)

548. Herman, Stanley M. The day the consultant came to organizationville. *Management Review*, 62(11):23–28, November 1973.

Presents a parable illustrating the games executives play, including the game of hiring a consultant with no intention of acting on his advice.

549. Hodge, James R. Using the psychiatrist more effectively. *Practical Psychology for Physicians*, 2(10):28–29; 33–34; 40; 42; 46–47; 49, 1975.

Discusses the effective use of the services of a psychiatrist by the physician who suspects a mental or emotional problem in his patient. Indications and contraindications for consultation and referral are given, and different types of consultations and consultants are described.

550. Krakowski, Adam J. Psychiatric consultation in the general hospital: An exploration of resistances. *Diseases of the Nervous System*, 36(5):242–244, May 1975.

Notes four aims of hospital consultation psychiatry in which physicians ask psychiatrists to evaluate their patients. Based on the author's previous surveys of physicians, the dynamics of resistance to consultation are discussed. Several types of physician consultees, varying in degrees of resistance to psychiatric consultation, are described. Reasons for consultation resistance include the physician's own psychic defenses, anxiety caused by psychiatric illness and its difficult treatment, and the unavailability of psychiatrists. Suggestions are made for the psychiatrist to decrease this resistance.

551. Lockwood, James D. Involving consultants in library change. *College and Research Libraries,* 38(6):498–508, November 1977

A general discussion on the need, preparation for, and selection of library consultants as steps in the organizational change process. A decision model is presented for determining the need for a library consultant; preparation for the consulting engagements is discussed; and recommendations are made for the selection of an appropriate consulting firm or individual. (abs.)

552. Mendel, Julius G. Utilization of outpatient psychiatric consultation services. *New York State Journal of Medicine,* 74(8):1413–1414, July 1974.

Reports that the availability of a psychiatrist in a hospital outpatient medical clinic increases requests for psychiatric consultation, but that rate of follow through with psychiatric treatment is low. It is suggested that patients who seek medical help for essentially emotional problems do not respond to conventional psychiatric intervention.

553. Mendel, Julius G., and Klein, Donald F. Utilization of the psychiatric consultation service in a large city hospital. *Psychosomatics,* 14(1): 57–58, January 1973.

Notes that patients with psychiatric complications following serious medical illness and reduced functional recovery are generally not referred for psychiatric help. Only if the patient openly complains of emotional problems and requests psychiatric help or becomes a burden to the treating physician is there a likelihood that psychiatric consultation will be sought. Such problems largely go unrecognized in the outpatient clinics in a large municipal hospital.

554. Olson, Willard R. *Recommended Procedures for Selecting and Working with an Assisting Agency: Advanced Institutional Development Program (AIDP).* Two-year College Consortium, 2(1). Washington, DC: McManis Associates, 1976. (EDRS)

Methods and procedures which should be used by an Advanced Institutional Development Program grantee college in selecting an assisting agency or a consulting firm to provide assistance in the areas of academic program and administrative capacity improvement are recommended and include : (1) The college should devote considerable time and thought to defining the problem(s) for which outside assistance is sought, making estimates of the benefits of problem solution, and clarifying the type of assistance required; (2) final selection of an assisting agency should be based on an agency's understanding of the problem(s), approach proposed for problem solution, benefits expected for the college, cost, and agency qualifications and experience; (3) the college should maintain close communications with the assisting agency, carefully reviewing progress, alternative solutions, findings, recommendations and conclusions of the agency; (4) once accepted, recommendations should be immediately implemented; and (5) the college should evaluate benefits derived from the services provided, particularly in terms of whether the college has developed an improved capacity for solving its own problems. A list of agencies assisting 2 and 4-year Advanced Institutional Development Program grantee colleges is appended. (abs.)

555. Rhodes, Eric. Using consultants. *New Directions for Community Colleges*, 3(3):75–80, Fall 1975.

The use of a skilled professional negotiator as a consultant or spokesman can assure a college of the most efficient and effective results of bargaining. The specialist can act solely as an advisor and resource person to the administration's bargaining team, or he can be both advisor and chief negotiator. (abs.)

556. Shaffer, Kenneth R. Library consultant: Who? When? Why? *School Media Quarterly*, 2(3):213–216, Spring 1974.

Describes the method and criteria for hiring a consultant when new library facilities are planned. (abs.)

557. The things you ought to know about people who make their livings as consultants to school districts. *American School Board Journal*, 161(11):44–49, November 1974.

Presents 11 guidelines for hiring and using a consultant to a school board.

558. Thurman, Robert S. New labels, new customers, same old patent medicine. *Childhood Education*, 49(8):408–411, May 1973.

A critical look at some attempts to solve educational problems, along with some suggestions for improving the use of educational consultants. The pros and cons of team teaching, teacher aides, and individualized instruction are discussed. (abs.)

See also: 60, 434, 598, 647, 675, 687, 831, 835, 838.

PLANNING MENTAL HEALTH CONSULTATIONS

Dissertations

559. Arshad, Chaudhry M. "A Descriptive Analysis of Selected Personal, Social and Professional Needs of Teaching Staff in the State of Ohio's Correctional Institutions." Unpublished doctoral dissertation. University of Cincinnati, Cincinnati, Ohio, 1975.

Describes the development of model for therapeutic or consultative services to assist the training staff in Ohio's correctional institutions by promoting personal and professional growth and increasing performance efficiency in dealing with inmate students.

560. Hornik, Heather Williams. "Initiation of Coordination of Community Services: A Method and an Experimental Test." Unpublished doctoral dissertation. University of Virginia, 1976.

A method for initiating coordination of community services which combines the techniques of formal planning, mental health consultation, and Lewinian planned change is proposed and test data presented.

Articles and Periodicals

561. Career Education Service Center. *Human Resources Talent Pool for Career Education, Forms and Procedures*. Arlington Heights, Ill.: Career Educational Service Center, 1976. (EDRS)

As a conveyance for local inservice efforts, the Talent Pool endeavors to identify effective practitioners in the field who can share their methods and materials with less experienced practitioners through demonstration and discussion. Developed by the Career Education Service Center (CESC), this document is a compilation of sample forms and strategies, used by CESC in establishing and maintaining the Talent Pool and is offered as a guide to any individual or agency wishing to establish a similar activity. (abs.)

562. Champagne, David W.; Goldman, Richard M.; Nicely, Robert F., Jr.; and Stanier, John D. " Planning and Conducting Individualized Inservice Workshops," 1973. (EDRS)

This paper presents a planned, goal oriented, skill building, inservice training program that is based on district goals. The participants are professionals, chosen by local school districts, who train teachers, aides, parents, and volunteers in the use of the Primary Education Project/Individually Prescribed Instruction systems. The report contains a short description of the Learning Research and Development Center, Project Follow Through, and a K–3 program designed for children eligible under poverty guidelines. The paper emphasizes the organization and implementation process used in the project and analyzes those parts of the process that seem to have the widest applicability for other settings. An inservice training workshop helps an inservice professional become familiar enough with the system to train participants with little supervision. The workshops are based on district goals, self-selection of skills, cooperation with consultant staff members, and continuous evaluation. Diagrams in the report show the organizational structure of the project, the general schedule of the workshops, and activities offered during individual prescription time. (abs.)

563. Desroches, Fred. Regional psychiatric centers: A myopic view? *Canadian Journal of Criminology and Corrections,* 15(2):200–218, April 1973.

Notes that a Canadian consulting commission of psychiatric specialists was created in 1971 to provide counseling on the treatment of those committed to institutions for the mentally disturbed or to Federal penitentiaries. The commission recommended the construction of five regional psychiatric centers to be distributed throughout Canada to cope with the problem of mentally disturbed offenders. A critical examination is made of the arguments and evidence backing this proposal. It is concluded that planning up to this time has been practically nil. Pertinent questions have not been heard, and it is stressed that construction of the centers should not be commenced until they are.

564. Fairbanks, Dwight W. *Child Development Specialist Program: An Adopter's Guide.* Salem, Ore.: Oregon State Department of Education, 1976. (EDRS)

This guide to the Child Development Specialists (CDS) Program of the Oregon public schools is intended for districts considering the establishment of CDS programs of their own. Suggestions for establishing a program are drawn from experiences of primary-grade pilot projects in six Oregon school districts. The essence of the CDS Program is prevention, to identify and meet early developmental needs before the child is burdened by problems. The key to the program is the child-development specialist who works as a member of the school district staff. The guide consists of two sections: planning the CDS program and implementing it. The planning section considers basic issues:

identifying the population to be served, developing statements of philosophy and objectives, staffing the program, involving other agencies and organizations, and establishing a budget. The implementing section discusses staff orientation and training, assessment of student strengths and needs, selection and implementation of classroom activities, and involvement of parents and community. Each topic is illustrated by experiences of the pilot projects, details of which are summarized in appended tables. (abs.)

565 Fisher, Lawrence. Cautions about mental-health consultation from a mental-health consultant. *Elementary School Journal,* 74(4):185–191, January 1974.

Discusses certain problems of a mental health consultant in organizing and continuing a school program. The first approach to the problem is the individual child or problem-oriented one. The second approach is the use of teachers in the development of the program. Several handicaps inhibit the development of the mental health program, e.g., the relative isolation of the individual teachers from each other. Also the public outcry that the teachers do not "control" the students has directed the teachers toward the maintenance of discipline to the neglect of the problems of mental health, and the overemphasis on the group approach to problems has inhibited the recognition that the mental health of groups invariably comes down to the adjustments of individuals in the groups. Several guidelines are indicated: (a) definition of needs, (b) the decision to accept a consultation program rests with the consultees, (c) local resources might be developed in addition to professional help, (d) the problem of voluntary vs. mandatory participation by the teachers must be settled before the program is initiated, and (e) the continuing appraisal of the mental health program.

566. Garrison, Roger H. A mini-manual on in-service. *Community and Junior College Journal,* 45(9):18–20, June–July 1975.

This is a series of notes and comments about faculty professional development. Following a list of what inservice training should and should not be, the author details the responsibilities of the inservice coordinator, describes how to use a consultant, and notes the necessary commitment of the college administration. (abs.)

567. Harper, Dean. Education and consultation: Some guiding principles. *International Journal of Social Psychiatry,* 19(3–4):246–250, Fall 1973.

Psychiatric professionals are increasingly being called upon to provide training and consultation to teachers, social workers, police, and others in human relations occupations. Prior to involvement, the psychiatric community must determine the nature and extent of appropriate services. A small team of psychiatric personnel should be identified and given responsibility for these services. The specific needs of the client agency should be identified, and services should be limited to meeting those needs. Practical methods of implementing prescribed policies are specified.

568. Klein, Zev, and Benyamini, Kalman. Possible negative effects of mental health intervention. *Mental Health and Society,* 1(5–6):275–283, 1974.

Points out that the intervention of mental health agents into community institutions may create new types of situations only poorly understood by professionals. Any such intervention increases the saliency of many factors which the agent may overlook, including sources of positive and negative sanction for the intervention, the degree of congruence between professional and lay interpretations of the problem, the bureaucratic processes not directly under the control of the intervening agent. Failure to take these issues into account may lead to the paradoxical outcome of the intervention contributing to worsen the target situation. Examples are drawn from a current study of deviant behavior and its prevention in elementary schools. Implications for the conceptualization and design of mental health intervention programs are discussed.

569. Mangieri, John N., and McWilliams, David R. Designing an effective inservice program. *Journal of Teacher Education,* 27(2):110–12, Summer 1976.

Staff involvement, needs assessment, and professional consultants are used to avoid the three usual causes of inservice failure. (abs.)

570. Mullin, Maureen L.; Blakeney, Roger N.; and Bell, Eugene C. Training paraprofessionals as community mental health counselors through consultation: A case history. *Journal of Community Psychology,* 2(3):251–253, 1974.

Describes two consultation series for training paraprofessionals as mental health counselors and the factors influencing the failure of the first program and the success of the second. Staff involvement in planning for the training sessions and a "partnership" model, with administrators and consultant jointly determining the nature and priority of goals, are listed as contributing to success.

571. Runkel, Philip J., and Bell, Warren E. "Some Conditions Affecting Organizational Processes in Schools—Second Installment." Paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C. Mar. 31–Apr. 4, 1975. (EDRS)

This paper examines two main questions: What indicators of staff readiness are useful in planning an organizational consultation with a school staff, and how can evidence of those indicators be effectively gathered? Based on experience in past consultations with various school staffs, it is concluded that a school is likely to benefit from organizational development consultation if the staff is willing to undergo 4 or more days of initial training, if staff members are able to communicate in emotional situations, and if some type of collaborative organizational innovation has been attempted at the school fairly recently. Included in the paper are samples of survey instruments suitable for gathering data about the various indicators of staff readiness. (abs.)

572. Sulby, Arnold B., and Diodati, Anthony. Ingredients of a creative family day care program. *Child Welfare,* 52(2):97–101, 1975.

Examines factors involved in developing an effective program of family daycare, including clustering, preservice and inservice workshops, and consultation.

573. Taylor, Elaine, N., and others "Making Consultation Services More Relevant to School Needs." Paper presented at the Annual Meeting of the American Association of Psychiatric Services for Children, 1975. (EDRS)

This paper examines the need for a methodology for planning indirect services of a mental health nature in schools. For indirect services to be relevant, plans for intervention need to be based on: (1) comprehensive information about the school; (2) systematic procedures for estimating the relative salience of various problems identified in the school; and (3) an appropriate rationale for assigning priorities for intervention among the problems. Support for indirect services seems to provide consultants and the schools the opportunity to engage in primary prevention efforts. The development of procedures and instruments for assessing mental health needs in schools is discussed. (abs.)

574. Taylor, Elaine N.; Vineberg, Robert; and Goffard, S. James. *Procedures for Identifying Mental Health Problems in Schools.* Summary Report of Workshop—March 1974. Carmel, Calif.: Human Resources Research Organization, April 1974. (EDRS)

This paper provides a brief review of the workshop held by the Human Resources Research Organization in March 1974 to acquaint mental health consultants with the procedures and instruments that have been developed to aid them in planning indirect services with schools. Among the specific objectives were: to disseminate information about the recently developed research products in a timely manner; to provide training in the use of the procedures and instruments; to prepare two mental health consultants in each of the selected areas as resource persons for others in the region who plan to use the methodology; and to obtain a critique of the procedures and instruments. The selection of participants was in three stages in order to have people with considerable experience in program-oriented consultation with schools. The procedures and instruments developed were intended to: (1) provide the consultant with a broad range of information about the school; (2) enable the principal to organize his knowledge of and perceptions about problems in his school; and (3) provide systematic procedures for the principal, staff members and the consultant to obtain a comprehensive picture of the needs and problems of the school. (abs.)

575. Westermeyer, J., and Hausman, W. Mental health consultation with government agencies: A comparison of two cases. *Social Psychiatry,* 9(4):137–141, October 1974.

Presents two case histories, one successful and one unsuccessful, of mental health planning consultation with government agencies. Both cases involved programs designed to provide treatment and rehabilitation for drug dependent persons—American Indians and a minority group in another country. Examination of these two cases emphasizes the importance of (a) explicit task definitions, (b) access of the consultant to policymakers, (c) access to the target population, (d) consultant control over his own schedule, and (e) adequate logistic support. Recommendations for achieving these objectives within a bureaucratic framework are presented.

576. Williams, Fred D. "School District Needs Assessment for Curriculum Improvement." Paper presented at the 109th Annual Meeting of the American Association of School Administrators, Las Vegas, Nev., February 25–28, 1977. (EDRS)

The speaker outlines the steps involved in planning and implementing a needs assessment program. He emphasizes the hiring of a consultant and the involving of parents, students, teachers, and other members of the community in the planning process. (abs.)

See also: 21, 109, 346, 440, 498, 593, 603, 747, 763, 766.

ENTRY

Dissertations

577. Schwab, Susan Schlegel. "Entry and Entry Styles in Organization Consultation." Unpublished doctoral dissertation. Union Graduate School, 1977.

Determined what behaviors on the part of a consultant facilitate entry into an organizational or institutional setting and how the consultant's role is negotiated within the system. Three models helpful in examining entry are presented.

Articles and Periodicals

578. Cherniss, Cary. Preentry issues in consultation. *American Journal of Community Psychology,* 4(1):13–24, 1976.

Identifies and discusses three important issues which confront consultants before entry to a client setting: whether or not the consultant should do consultation in the presented situation; whose interests he will serve; and what the primary focus of the consultation should be.

579. MacLennan, Beryce W. Program development and gaining access in community mental health consultation to the schools. In: Mannino, F.; MacLennan, B.; and Shore, M. *The Practice of Mental Health Consultation*. Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975. pp. 61–74.

Describes the arrangement between Prince George's County, Md. and the Mental Health Study Center in Adelphi in order to illustrate how community mental health consultation can assist school systems. Two steps to consultation are identified as gaining access to the staff from principals to individual teachers, and program development.

580. Northman, J.E. Innovative programming in school mental health: Search for a methodology. *Child Psychiatry Human Development,* 7(3):186–196, Spring 1977.

Issues involved in seeking entry into a school system are considered from the perspective of a university-based consultant interested in innovative approaches to school mental health problems. Experience with a number of school systems leads to several conclusions about the entry process.

581. Pargament, Kenneth I. A police department's uninvited guest: A model for initiating consultative entry into human service organizations. *Journal of Community Psychology,* 5(1):79–85, January 1977.

Presents a model for initiating entry into human service organizations which is based on a successful unsolicited entry into a major police department. The model includes the basic determinants underlying the consultant's decisionmaking steps in moving from awareness of potential problems within an organization, through a cycle of intervention to either termination of involvement or an initial consultative contract.

582. Peterson, Mayfield. Guidelines for psychologists in police consultation. *International Mental Health Research Newsletter,* 16(4):5–7, Winter 1974.

Presents guidelines, based on personal experience, for police consultation by empirically based psychologists. Before making contractual agreements, several steps are important: (a) creation of initial, mutual confidence between police and consultant; (b) perseverance in dispelling distrust through listening empathetically and encouraging expression of feelings; (c) openminded factfinding, possibly including field experiences exposing the consultant to risks faced by police; and (d) professional assessments of the situation and the consultant's ability to help. When a contract is made, the consultant's role is to enable decisions to be made, not to execute them; consultation should not be combined with psychotherapy.

583. Smith, B.L. Assertion training as an entry strategy for consultation with school administrators. *Counseling Psychologist,* 5(4):79–84, 1975.

Discusses the use of assertion training as an entry strategy for consultation with school administrators based on the author's 4-year consultation with administrators and line workers in a kindergarten through 12th-grade district of 15,000 students and replications in the district with 23,000 students. It is pointed out that the congruence between opportunities for incorporating assertive skills and the school administrator's role support the value of ongoing consultation with the administrator. A 2–3 hour assertion training demonstration workshop (for all administrators in the district) is suggested as an introduction to the varieties of consultation services available. During the workshop, administrators experience goal clarification and disciplined use of assertive skills; achieving their goals in these practice sessions reinforces them to request ongoing training. Various possibilities for a time-limited, goal-specific assertion training program (e.g., 6–10 weekly 2-hour sessions or several half-day sessions) are discussed. A description of the use of this program in two school districts illustrates how assertion training entry led to a natural transition to consultation with administrators.

See also: 731.

IMPLEMENTATION

Articles and Periodicals

584. Abidin, Richard R. Negative effects of behavioral consultation: "I know I ought to, but it hurts too much." *Journal of School Psychology,* 13(1):51–57, Spring 1975.

Examines some of the possible negative side effects of behavioral consultation, using case studies. It is concluded that teacher resistance to behavioral methodology may be following basic learning principles that suggest that behaviors which lead to punishing consequences often are terminated or avoided. Most of the negative consequences identified are "internal events."

585. Glaser, Edward M. Consultation in institutions for child development. *Journal of Applied Behavioral Science,* 13(1):89–109, 1977.

The study upon which this paper is based explores how child-care institutions implement new programs and practices. Four child-care institutions received approximately 40 days of direct consultation. Subsequent to the series of consultations, an independent evaluation assessed the outcomes. The course of each of the consultations, the evaluator's findings, and the insights derived from the entire study are discussed. Both the course of the consultation and evaluator's findings demonstrate that organizational effectiveness is related to long-term planning, agreed goals, assigned authority and responsibility, and coordination of activities.

586. Harris, Walter J., and Mahar, Carolyn. Problems in implementing resource programs in rural schools. *Exceptional Children,* 42(2):95–9, October 1975.

Discussed are problems which impede the development and effectiveness of resource programs to serve mildly handicapped children in rural schools, including lack of organizational readiness, system shock, interpersonal roadblocks, and the shortage of competent resource teachers. (abs.)

587. Harrison, Roger. Some criteria for choosing the depth of organizational intervention strategy. In: Kolb, D.A.; Rubin, I.M.; and McIntyre, J.M., eds. *Organizational Psychology: A Book of Readings*. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

Suggests that the dimension of depth of individual emotional involvement in the change process can be used as a central concept in designing a taxonomy of organizational intervention strategies. Two general criteria by which to match intervention strategies to organizational problems are proposed, the relationship between autonomy and depth of intervention is discussed, and the consequences of intervening at greater or lesser degrees of depth are described.

588. Hirschowitz, Ralph G. The development of staff for institutional change. *Adult Leadership,* 23(7):211–3, January 1975.

Since many institutions have functioned as "paternocratic" systems, they cannot be expected to assume unfamiliar democratic-participative modes of functioning without guidance; this can be provided by a consultant or consultant team. The author offers 12 approaches to organizational change, discusses staff development, and outlines necessary conditions for program success. (abs.)

589. Kissel, Stanley; Klosterman, Eleanor; and DeAmicus, Marilyn. Interpersonal aspects of behavior modification: A case study of a "failure." *Rochester Mental Health Center,* 7(1,2):10–15, 1975.

Describes the strategy used in consultative attempts at altering a child's speech-phobic behavior within a regular classroom setting in order to illustrate the pitfalls that may occur in such an approach.

590. Rosenfield, Sylvia. "Implementing Behavior Modification in the Classroom: Problems of Consultants." Paper presented at the

55th Annual International Convention, The Council for Exceptional Children, Atlanta, Ga., April 11–15, 1977. (EDRS)

The consultant's role in training teachers to use behavior modification techniques is examined. It is explained that a combination of knowledge and guided experience with feedback and support has been found most effective. Among typical problems cited for teachers using behavioral techniques is a lack of reinforcement. Answers to the five questions most frequently voiced by teachers, concerning such issues as symptom substitution and followup, are given. (abs.)

591. Schein, Virginia E. Political strategies for implementing organizational change. *Group and Organization Studies,* 2(1):42–48, March 1977.

Argues that political strategies and power tactics are necessary for the effective implementation of systemic change programs in organizations. Since the organization is a highly political environment, the consultant needs to develop both power bases and power strategies if he is to operate efficiently within such an environment. Strategies that can be used by the change agent include aligning with a powerful other, trade-off, research, using a neutral cover, limiting communication, and withdrawing. Although such tactics may currently cause value dilemmas for the consultant, they may prove to be realistic and worthwhile courses of action.

592. Waxer, Peter, and White, Ronald. Introducing psychological consultation to a university community. *Canadian Psychologist,* 14(3):256–265, July 1973.

Describes attempts to provide primary intervention programing in a university community in terms of implementation stages. Initial focus was dictated by selection of an "action facilitation" model of consultation, and the appropriateness of this approach to epidemiological data was gathered for this community. Intervention activities are discussed in terms of sanction to consult, points of entry, intervention programs for individual colleges, and programs across colleges. Initial evaluation of programing emphasizes problems arising from intervention attempts in the absence of clearly defined areas for consultation. (abs.)

See also: 63, 506, 667, 697, 745.

EVALUATION

Books

593. Chapman, Robert L. *The Design of Management Information Systems for Mental Health Organizations: A Primer*. National Institute of Mental Health. DHEW Publication (ADM) 76–333. Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off., 1976.

The "how to" book describes management information systems (MIS) and how they can help an agency in allocating its resources. Steps in preparing both preliminary and detailed system designs and procedures for installing and operationalizing the MIS design are outlined. Report and data collection requirements for monitoring consultation and education programs are included. Consideration is also given to possible future trends in mental health care and how the initial MIS can be adapted to an agency's evolving management needs.

594. Hagedorn, Homer J.; Beck, Kenneth; Neubert, Stephen; and Werlin, Stanley. *A Working Manual of Simple Program Evaluation Techniques for Community Mental Health Centers*. National Institute of Mental Health. DHEW Pub. No. (ADM)76–404. Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off., 1976.

Argues that a consultation and evaluation system should aim toward answering four questions: (1) Who is doing what when? (2) What do they hope to accomplish? (3) How do they plan to get there? and (4) How are they now progressing toward the goals? Several alternative methods to obtain consultee judgments of effectiveness in different settings are presented, as well as a variety of tools to assist in answering some of the above questions.

595. Hargreaves, William A.; Attkisson, C. Clifford; Siegel, Larry; McIntyre, Marguerite; and Sorenson, James E. *Resource Materials for Community Mental Health Program Evaluation: Part IV—Evaluating the Effectiveness of Services*. DHEW Pub. No. (ADM)77–328. Rockville, Md.: National Institute of Mental Health, 1977.

Describes methods and measuring instruments viewed as particularly valuable for determining the effectiveness of community mental health programs. The evaluation of consultation and education services is included.

596. Mannino, Fortune V., and MacLennan, Beryce W. *Monitoring and Evaluating Mental Health Consultation and Education Services*. National Institute of Mental Health. DHEW Pub. No.

(ADM)77–550. Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off., 1978.

Argues that the development of a Management Information System can aid community mental health centers in recording, monitoring, and evaluating consultation and education programs. The report focuses on the collection of: (1) environmental information relevant to the community or catchment area; (2) internal information reflecting the consultation and education process from inception to termination, and (3) external information concerned with the effects of the program on the participants. Reporting forms and systems of data collection found useful by certain community mental health centers are presented.

597. National Institute of Mental Health. *A Client-Oriented System of Mental Health Service Delivery and Program Management: A Workbook and Guide*. DHEW Pub. No. (ADM)76–307. Washington, D.C.: Supt. of Docs., U.S. Govt. Print. Off., 1976.

Designed to permit the reader to assess an agency's or program's capability to implement a client-based system of service delivery and management. Techniques for planning a client-oriented system, assessing client problems and outcomes, and determining service costs are presented. Criteria for distinguishing between direct and indirect service costs are included. Recommendations are made for protecting the confidentiality of clients and therapists and the most appropriate data syntheses for problem-solving and decisionmaking at various operational and administrative levels.

Dissertations

598. Fitzsimmons, Charles F. "Identification of Factors and Considerations Associated with Organizational Decisions Regarding the Use of an External Consultant." Unpublished doctoral dissertation. George Washington University, 1975.

The purposes of the study were (1) to identify the principal considerations associated with the organizational decision regarding the use of an external consultant on a human resources development matter; (2) to develop a guideline instrument that specifies the principal factors in the deliberation; (3) to test usage of the guideline instrument on decisions to use the external consultant; and (4) to review reports of usefulness of the instrument.

599. Jackson, Rosalie K. "Quality Assessment of Mental Health Consultation." Unpublished doctoral dissertation. University of California, Los Angeles, 1975.

This study discusses the background upon which the issue of the assessment of mental health consultation rests and reviews the state of the art of evaluative mechanisms in health services. It then attempts to develop a model of evaluation and apply it to one specific segment of mental health consultation (McClung's Type III) in order to determine the model's ability to assess the quality of the process and outcome of this preventive technique.

Articles and Periodicals

600. Barber, William, and Nord, Walter. Transactions between consultants and clients: A taxonomy. *Group and Organization Studies*, 2(2):198–213, June 1977.

A rudimentary contingency model for analyzing transactions between clients and consultants is presented. Independent variables are "healer roles" taken by consultants, influence orientation and cognitive style of clients, and type of change problem. (abs.)

601. Bergan, John R., and Tombari, Martin L. The analysis of verbal interactions occurring during consultation. *Journal of School Psychology*, 13(3):209–226, Fall 1975.

Describes a consultation analysis technique for coding conversion between a consultant (e.g., psychologist) and a consultee (e.g., teacher) serving a client (e.g., student). Consultation analysis classifies the topics discussed in consultation, the verbal processes exhibited during consultation, and the extent to which one participant in consultation controls the kinds of things which another participant says. Uses of consultation analysis in training and research discussed.

602. Broskowski, Anthony. Evaluation of consultation training programs. *Professional Psychology*, 9(2):210–219, 1978.

Discusses the general issue of methodology and design problems inherent in the evaluation of training programs. The issues are illustrated with a design for the evaluation of the training program of the Laboratory of Community Psychiatry at Harvard Medical School.

603. Broskowski, Anthony; Driscoll, Jean; and Schulberg, Herbert C. A management information and planning system for indirect services. In: Attkisson, C. Clifford, ed. *Evaluation of Human Service Programs*. New York: Academic Press, 1978. pp. 189–214.

Illustrates the application of management information techniques to an organization whose projects are concerned almost exclusively with indirect services, primarily consultation to other caregiver agencies. The system is used as a tool (1) for ongoing resource allocation, (2) internal integration of separate organizational activities, and (3) planning future uses of organizational resources. Design criteria and special problems in operating a MIS are discussed.

604. Calsyn, Robert; York, Jonathan; and Fergus, Esther. Multivariate strategies for measuring the effect of nursing home training program on both staff and residents. *Gerontologist,* 15(5):90, 1975.

Discusses several methodological problems encountered in evaluating the effectiveness of a training and consultation program for nursing home staff. It is felt that previous research in training and consultation has generally measured only changes in staff. The present research project developed dependent measures of both staff and patient change.

605. Carlock, Phil D. A realistic approach to evaluation through consultants. *International Journal of Instructional Media,* 3(1):11–14, 1975–1976.

A discussion of how consultants can investigate educational programs and evaluate them from a different perspective than close to home. (abs.)

606. Cherniss, Cary. The consultation readiness scale: An attempt to improve consultation practice. *American Journal of Community Psychology,* 6(1):15–21, 1978.

The Consultation Readiness Scale (CRS) is based on the assumption that consultee-consultant relationships vary in their "readiness" for consultation. A basic task for consultants is to assess the current readiness level and help move the relationship to a higher level. The CRS facilitates this process. Initial, descriptive data collected with the CRS are presented.

607. Cytrynbaum, Solomon. The application of the criteria-oriented approach to the review of indirect service activities in a community health center. In: Reidel, Donald C. *Patient Care Evaluation in Mental Health Programs.* Cambridge, Mass.: Ballinger Publishing, 1974. pp. 179–212.

Briefly summarizes a conceptual overview for analyzing and classifying the consultation process as well as for identifying the data base and instrument requirements for the review of consultation activities. The feasibility of applying a criteria-oriented approach to assess the quality (defined in terms of the criteria of appropriateness, adequacy, and effectiveness) of various community mental health center-sponsored consultation activities is explored.

608. Cytrynbaum, Solomon. The review and evaluation of consultation activities in a community mental health center: Some pitfalls and possibilities. In: Coursey, Robert, ed. *Program Evaluation for Mental Health: Methods, Strategies, and Participants.* New York: Grune & Stratton, 1977.

Reviews some of the problems and preliminary steps toward developing (1) a model for conceptualizing the consultation process; (2) a method for collecting data suitable for review; (3) a set of evaluative criteria; (4) a mechanism for selecting specific consultation projects for more systematic review; and (5) a procedure for feeding back findings into the decisionmaking process.

609. Guerney, Bernard, Jr. Evaluation of consultation-supervision in training conjugal therapists. *Professional Psychology,* 9(2):203–209, 1978.

Describes training programs in conjugal therapy, a type of relationship enhancement program in which both members of the marital pair are trained to act psychotherapeutically for each other and to become their own marital therapists. Methods and scales for the systematic use of quantitative evaluation material to supplement qualitative feedback in teaching therapeutic and consultative skills are presented.

610. Hadamard, Antoine; Fink, Sidney; Daum, Stanley W.; and Michel, Robert D. A new tool for program evaluation: Consultant peer review. *Journal of Medical Education,* 50(10):976–977, October 1975.

Reports a study of consultants' critiques on the records of patients treated by house officers which indicates that they provide a convenient tool for evaluation of clinical performance by house officers and an indirect measurement of the quality of teaching and patient care within a medical training program. (abs.)

611. Hinkle, Andrew; Silverstein, Barbara; and Walton, David M. A method for the evaluation of mental health consultation to the public schools. *Journal of Community Psychology,* 5(3):262–265, 1977.

Reports the use of a questionnaire to evaluate the performance of the Public School Consultation and Education team of a community mental health center at the termination of each school consultation.

612. Northwest Regional Education Laboratory. "Evaluation Design for Preparing Educational Training Consultants: A Case Study." Portland, Ore.: Northwest Regional Educational Laboratory, 1976. (EDRS)

Preparing Educational Training Consultants (PETC) is a series of cumulative and interrelated instructional materials including training strategies and procedures, plus participant instructional materials that can be used as resource materials for training and consulting purposes. It is a package of resource materials that carries with it a change support process termed "organizational development." The PETC series culminates in the training of selected educational personnel who will provide organizational training and consultation to local educational organizations. This report presents the evaluation design for a case study of the PETC instructional systems and accompanying change strategy. The first section describes the context of the evaluation, the purpose of the evaluation and major questions to be addressed, the PETC instructional systems, and the audience for which the evaluation is intended. The second section includes the rationale for the methodology employed in this study, a description of the methods and procedures used to collect information, possible instrumentation, and plans for data analysis and reporting. Appendixes contain descriptions of program products, a discussion of problems of research on planned change in schools, and examples of instruments. (abs.)

613. Pearl, Arthur. The psychological consultant as change agent. *Professional Psychology,* 5(3):292–298, August 1974.

Discusses the roles and functions of the psychological consultant as an agent of change, proposing the following descriptive categories: (a) organizational man, (b) facilitator, (c) organizer of the powerless, and (d) leader with a goal. The difficulty of evaluating the consultant's effectiveness as a change agent is noted, and a method of self-study is suggested in which the consultant must make initial predictions about change. These are later compared with actual occurrences, and staff and client analyze the discrepancies that emerge.

614. Sorenson, James L., and Galano, Joseph. Collaborative consultation in program evaluation with nonprofessionals. *Professional Psychology,* 7(4):541–546, 1976.

Discusses a collaborative consultation to acquaint nonprofessional staff members of a mental health service facility with the uses, techniques, and strategies for overcoming typical problems in program evaluation.

615. Spielberger, Charles D.; Piacente, Beth S.; and Hobfoll, Stevan E. Program evaluation in community psychology. *American Journal of Community Psychology,* 4(4):393–404, 1976.

Discusses and illustrates two approaches to the evaluation of mental health programs' process and outcome research. Community psychologists are likely to invest an increasing amount of time in evaluation research. To prepare them for these new roles, training will be needed in consultation skills, in multivariate statistics and research design, and in the analysis and solution of pragmatic problems.

616. Taylor, Elaine N., and Vineberg, Robert. Evaluation of indirect services to schools. In: Attkisson, C. Clifford, ed. *Evaluation of Human Services Programs.* New York: Academic Press, 1978. pp. 445–461.

Presents a project goal-attainment model for evaluating mental health consultation services to schools. After the consultant accomplishes initial entry tasks and is ready to negotiate a specific project, he must establish a project contract that can be evaluated with identified objectives and outcome indicators. The stages of this phased approach to planning and evaluating indirect services are delineated, and tables illustrating the relationship between objectives, interventions, and evaluation measures are presented.

617. Tippett, Jean; Owens, Rosita; and Frome, Francine. Indirect services and referral system for community mental health centers: Implementation and methods of measurement. *Community Mental Health Journal,* 10(4):450–465, 1974.

Explores the role of indirect services, including consultation and education, and a client-referral system in community mental health and presents a method of implementing, tracking, and evaluating them within a center. The method can be used with or without computer support and include a Resource Index for fast client referrals and an Indirect Service Form for recording community-oriented services.

618. Tomlinsin, Jerry R. Accountability procedures for psychological services. *Psychology in the Schools,* 10(1):42–47, January 1973.

Although they do not provide rigid scientific evidence of the effectiveness of psychological consultation, data techniques used in this study demonstrate in observable terms the effectiveness of psychological services in the public schools to boards of education or legislators. (abs.)

619. Watkins, Elizabeth L., and others. Evaluating the impact of program consultation in health services. *Health Education Monographs,* 3(4):385–402, Winter 1975.

Describes a methodology developed to be useful to both consultant and consultee in evaluating their mutual efforts to improve agency health service programs. Reporting forms and instruction based upon the concept of mutuality in consultation were used by 19 consultants in 29 consultations. Two-thirds of respondents reported some increase in problem-solving ability.

620. Watkins, Elizabeth L.; Holland, Thomas P.; and Ritvo, Roger A. Improving the effectiveness of program consultation. *Social Work in Health Care,* 2(1):43–54, Fall 1976.

In a recent project concerned with the evaluation of consultation, 28 experienced health program consultants demonstrated difficulty in two areas: (a) integrating mutual evaluation procedures as part of the contract between consultant and consultee and (b) setting objectives and specifying the criteria by which to measure attainment of those objectives. The purposes of the project, as well as its background and methodology, are outlined and discussed. It is suggested that, through an exploration of issues in program consultation evaluations, health professionals can understand and improve their skills in this important area of functioning.

See Also: 16, 62, 100, 427, 483, 497, 527, 528, 608, 613, 614, 616, 620, 663, 698, 712, 714, 724, 725, 738, 757, 762, 764, 765, 766, 770, 774, 780, 782, 783, 793, 801, 803, 804, 809, 814, 823, 824, 827.

CONSULTANT-CONSULTEE RELATIONSHIP

Books

621. Steele, Fritz. *Consulting for Organizational Change.* Amherst, Mass.: University of Massachusetts Press, 1975.

Presents an analysis of role demands on behavioral science consultants working to effect change in groups and organizations, emphasizing the nature of the dynamic learning process which both consultant and client must experience. Additional topics include the benefits and difficulties of teamwork, the effective use of physical settings in change activities, and unrecognized features of the client role.

Dissertations

622. Bauman, Louise. "Consultation Structure and Process." Unpublished doctoral dissertation. University of Texas at Austin, 1975.

This study addresses the actual dynamics of the consultant-client relationship through an examination of verbatim transcripts of consultant-target groups (CTG) encounters. The conceptual framework for the study comes from anthropological and sociological perspectives on social interaction. Analyses of the data reveal that a CTG encounter is composed of a series of 11 structurally inter-related acts and a role-making and role-taking process.

623. Hunt, Blair Linn. "An Empirical Investigation of Variables Related to Management Consulting Engagement Effectiveness as Perceived by Small Business Clients and Their 'Big Eight' CPA Consultants." Unpublished doctoral dissertation. University of Southern California, 1978.

Focused on the client-consultant relationship as it exists in a sample chosen from the "Big Eight" CPA firms offering management consulting services, and their small business clients. A basic objective of the study was to identify important aspects of the consulting process.

624. Tombari, Martin Louis. "Question Specificity, Summary Statements and Consultee Verbal Behavior and Attitudes." Unpublished doctoral dissertation. University of Arizona, 1975.

The effects of specific elicitors and summary statements by consultants on the verbal behavior and attitudes of consultees were studied to demonstrate experimentally the manner in which the school consultation process works.

625. Wenger, Ralph. "School Consultation Process: Analysis, Application, and Evaluation of a Process Variable-Collaboration." Unpublished doctoral dissertation. Rutgers University, State University of New Jersey, 1976.

Investigated the process of school psychologist-teacher consultation, with process defined as the interaction between consultant behavior and consultee response. The study (1) reviewed literature in this area; (2) developed a theory of school consultation process incorporating four consultant behaviors predicted to have a significant impact on consultation outcome; and (3) empirically investigated one of these behaviors—consultant collaboration.

Articles and Periodicals

626. Barrilleaux, Louis E., and Schermerhorn, John R., Jr. "Managing an 'Organistically Oriented' School Intervention Program." Paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington D.C., Mar. 31–Apr. 4, 1975. (EDRS)

An "organic" relationship between change agents and clients is a well-popularized goal in recent literature on planned change and organization development. There is, however, a dearth of literature on how to manage change programs under parameters set by this organic value. This paper examines one school organization development program for the benefits and costs realized in an organistically oriented change program. A series of summary observations on this case offers points of reflection for practitioners seeking prescriptions for their own behavior and for researchers seeking to increase our knowledge of change processes. (abs.)

627. Blanton, Judith, and Alley, Sam. Clinical and nonclinical aspects of program development consultation. *Professional Psychology,* 9(2):315–321, 1978.

The differences and similarities between clinical and program development approaches are presented. Organizational consultants can make errors if they work with organizations as therapists do with groups or treat organization members as if they were patients. On the other hand, both organizational consultants and psychotherapists need clinical sensibility and skills at developing a setting of trust and openness.

628. Cherns, Albert B. Behavioral science engagement: Taxonomy and dynamics. *Human Relations,* 29(10):905–910, October 1976.

Discusses the modes of engagement between social scientists and their clients. There are three significant variables: the negotiability of the problem, the openness of the client to the nature of the solution, and the discretion allowed to the social scientist in choice of method. During engagements, clients experience pressure to close options, while social scientists wish to keep them open. The resulting balance determines the nature of the engagement at any time.

629. Clark, W. Donald. "Problem Clarification Consultation as a Response to Referral for Testing: A Means of Initiating Consultation Relationships." Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators, Dallas, Tex., March 1976. (EDRS)

Problem clarification is described as a process to be engaged in as a means of initiating consultation with school staff who refer children to the psychologist for testing. This process requires that the staff member and psychologist examine the stated reason for referring the child as well as reasons which may not have been included initially. Three questions which should be answered are: 1. What is known about the basic needs of the child? 2. What processes or experiences are required to meet these needs? 3. What procedural steps must be taken and by whom to obtain these processes or experiences? The goal of the consultation is to establish a plan for proceeding and to relate testing to informational needs which may or may not emerge or for which testing may or may not be appropriate. It is presumed that engaging in this process will offer opportunity for the consulting relationship to be further developed and for traditional referral for testing model of service delivery to be modified drastically. (abs.)

630. Dorr, Darwin. Some practical suggestions on behavioral consulting with teachers. *Professional Psychology,* 8(1):95–102, February 1977.

Communicating behavioral principles to classroom teachers within the consultative relationship is a difficult task. Unfortunately, most writers in this field concentrate on the results of their consulting efforts, leaving the details of the nature of the intervention to the imagination of the reader. Little appears in print regarding the mundane but crucial factors in methods of system entry, circumventing problems, and handling communication difficulties. The present article offers a series of practical suggestions aimed at reducing communication problems that may arise when the behavioral consultant enters into dialog with a classroom teacher. The attitude toward the teacher, language (the elimination of technical terminology), the use of lecture, the avoidance of argumentation and the use of statistics, and the stimulus value of the consultant are discussed, and a consultative model is presented.

631. Ford, Charles H. Developing a successful client-consultant relationship. *Human Resource Management,* 13(2):2–11, 1974.

Examines the causes of failure in a client-consultant relationship and outlines specific behaviors by both parties which contribute to failure.

632. Gray, Donald D., Jr. The counselor and the teacher: The consultant relationship. *Journal of the International Association of Pupil Personnel Workers,* 21(4):166–168, September 1977.

Guidelines are suggested which may be of value in establishing a cooperative counselor-consultant relationship with teaching staff. These guidelines are not original, but they are a combination of points on how to get along with others, principles of leadership, and commonsense. (abs.)

633. Hansen, James, and Himes, Bonnie. Critical incidents in consultation. *Elementary School Guidance and Counseling,* 2(4):291–295, 1977.

Identifies and describes the specific roles and behaviors of consultants that have a significant effect on the success of consultation with teachers.

634. Hollister, William G., and Miller, Francis T. Problem-solving strategies in consultation. *American Journal of Orthopsychiatry,* 47(3):445–450, 1977.

Outlines techniques for overcoming common stumbling blocks in consultation and discusses the advantages to consultants of viewing consultation as a mutual problem-solving process.

635. Kaplan, Robert E. Stages in developing a consulting relation: A case study of a long beginning. *Journal of Applied Behavioral Science,* 14(1):43–60, 1978.

Considers the stages of development through which consultant and client organizations must pass for the consulting relation to reach maturity. The paper is based on a case study of an organization development project in which 2 years were consumed in this preparatory phase. The argument is made that before the desired changes in the organization are possible, a meta-change in the organization's capacity to learn and change and to collaborate with change agents is necessary.

636. Knight, Norma. Working relationships that work. *Teaching Exceptional Children,* 8(3):113–5, Spring 1976.

Discussed are several ways the resource teacher can help establish positive working relationships with the rest of the staff. (abs.)

637. Krakowski, Adam J. Doctor-doctor relationship III: A study of feelings influencing the vocation and its tasks. *Psychosomatics,* 14(3):156–61, May 1973.

Considers that the consultee who resorts to consultation experiences a fear of failure which might be magnified by an unconcerned attitude of the consultant. In the process of psychiatric consultation the defenses may include an antagonistic attitude toward psychiatry, as a reflection of attitudes toward psychiatrists, as well as the perception of psychiatric patients as "different" and too difficult to manage because of professional shortcomings of the consultee. Recent trends of inviting nonpsychiatric physicians to assume more responsibility in the care of mental patients are examined. It is suggested that results could be better obtained by collaboration between psychiatric and nonpsychiatric physicians through a well-organized liaison service than by asking those who are not psychiatrists to assume too much responsibility. It is noted that the care of patients is based not only on knowledge but also on an emotional quality which enables the physician to manage the patient without gross fear.

638. Lauver, Philip J. Consulting with teachers: A systematic approach. *Personnel and Guidance Journal*, 52(8):535–540, April 1974.

Stresses that counselors need and wish to reach more students through effective consultation with teachers. While the desirability of consulting has been established in professional literature, the counselor may be uncertain about how to begin a consulting role and relationship with teachers. Systematic procedures to develop this consulting relationship are discussed.

639. Martin, Roy. Expert and referent power: A framework for understanding and maximizing consultation effectiveness. *Journal of School Psychology*, 16(1):49–55, 1978.

Describes consultation as an influence process and, in particular, describes the two forms of social power—expert and referent power—which allow school psychologists or any mental health professional to influence the consultees with whom they work. Several hypotheses derived from social psychology research and theory on these forms of power are presented.

640. Tranfield, D.R. OD consulting: The problem of the power orientated dependent client. *European Training*, 2(2):151–159, 1973.

Notes that a sensitive consultant can move away from power/role methods and hence broaden the thinking of the top team.

641. Tuckman, Alan J., and Paul, Sidney. Community psychiatry and traditional clinic. *New York State Journal of Medicine*, 73(4):555–558, February 1973.

Outlines the process by which a mental health clinic used the services of a consultant to ease the transition toward a community mental health program. Problems encountered by both parties are discussed. The transition was successful, and it is concluded that when the relationship between consultant and consultee is based on autonomy and mutual respect, contract agencies and community mental health centers can be unified.

See also: 606, 671, 694, 709, 811.

best copy available

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Research on Mental Health Consultation

This section includes 243 entries which pertain to mental health consultation research. Categories within this section include: general research including research on models and approaches, research relevant to role expectations, and process and outcome research; program evaluations; surveys; reviews; reports on technical innovations in consultation; and bibliographies pertaining to consultation.

Recent trends with respect to research mirror the major trends in evidence throughout the mental health consultation literature. These include the increase in diversity of settings where research is occurring, the increase in diversity of the topics which are receiving empirical attention, and the degree to which the most additive literature seems to be emerging from the areas of school psychology, counseling, and the school setting. However, the general lack of research programs in mental health consultation which show a direction and growth over time suggests that, while there is certainly a cumulative effect of research on consultation as a whole, it is not clear that very many professionals are making a primary research commitment to the area.

GENERAL RESEARCH

Dissertations

642. Baris, Mitchell A. "Social Ecological Correlates of the Impact of Elementary Schools upon Behavior of Students." Unpublished doctoral dissertation. University of Colorado, 1975.

Mental health consultation to the elementary school is defined from a social-ecological standpoint where the school is viewed as an environmental subsystem functional within the context of the larger ecological system, the community. The results lend supporting evidence to the contention that affective dimensions of organizational environment contribute powerfully to the personalities of individuals within that system. The results also support system consultation as a viable mental health intervention strategy in the elementary school and imply its practical application in effecting behavior change in students.

643. Beauvais, Carol Ann. "The Family and the Work Group: Dilemma for Women in Authority." Unpublished doctoral dissertation. CUNY, New York, 1976.

The relationship between sex of consultant, sex of group member, and sex of system, and perceptions of group members were explored to demonstrate current social and family problems confronted by women in authority.

644. Benoff, Martha. "Consultation in Urban and Suburban Elementary Schools: Teachers' Expectations and Interactions as a Function of Internal-External Locus of Control." Unpublished doctoral dissertation. University of Pennsylvania, 1976.

Subjects were 41 urban and suburban elementary school teachers. According to multiple regression analysis, there was no relationship between measures of internal-external locus of control and consultation. Correlation analysis showed that internal-external locus of control influenced the consultation process subtly.

645. Birney, David Harold. "The Effects of Consultee-Centered Administrative Consultation on the Supervisory Effectiveness of the Directors of Child Development Centers." Unpublished doctoral dissertation. University of Texas at Austin, 1977.

Investigated the effects of consultee-centered administrative consultation on consultees and their supervisees. The subjects were 13 directors of child development centers and their staff members employed in a federally funded child care agency. Results indicated improvement in consultees' problem-solving ability and changes in supervisory behavior, as evaluated by supervisees. Contrary to hypotheses, the intervention had negative effects on supervisees' work group process and job satisfaction.

646. Carson, William M. "A Study of the Effects of Training Teachers Through Group Consultation to Decrease Pupils' Attention-Getting Behaviors." Unpublished doctoral dissertation. State University of New York at Buffalo, 1974.

The results of this study indicate that the use of a training/educational model applied through group consultation is an effective procedure for mental health professionals working in an elementary school setting. The results also suggest that the most effective procedure is training plus the use of video tape by the teachers to provide a more objective type of feedback and reinforcement of their a priori learning.

647. Chandy, Jean M. "The Effects of An Inservice Orientation on Teacher Perception and Use of the Mental Health Consultant."

Unpublished doctoral dissertation. University of Texas at Austin, 1974.

It was hypothesized that teachers receiving an inservice program would perceive the consultant's role as that of a facilitator and problem solver rather than an expert and would use the consultant more than the control group. Data from nine elementary schools supported the hypotheses.

648. Coleman, Stephen Frederick. "Development, Implementation, and Comparison of a Collaborative-Process Method of Psychological Consultation to Teachers." Unpublished doctoral dissertation. Rutgers University, 1976.

Purposes of the study included: (1) the development of a Collaborative-Process Consultation (C-PC) model considering teacher survey data on the desired role for school psychologists; (2) the implementation on a pilot scale of the C-PC system to test its utility for school psychological practice; and (3) the comparison of the C-PC model to a more typical method of school mental health services delivery.

649. DePrisco, Stevie Morehouse. "The Effects of Behavioral Consultation without Cueing and Behavioral Consultation with Cueing on Teacher Responses Directed Toward the Nontarget Students." Unpublished doctoral dissertation. University of Virginia, 1975.

Examined the positive and negative effects of behavioral consultation without and with cueing on 10 teachers' behaviors toward non-target and target students and obtained recordings of students' behavior. Both training methods resulted in significant behavioral change for teachers.

650. Derby, Nancy J.F. "The Relationship of Consultant Egalitarianism and Teacher-Consultant Attitude Similarity to Teacher Ratings of Consultant Helpfulness." Unpublished doctoral dissertation. University of Texas at Austin, 1977.

Investigated the relationship of two sets of variables to the perceived helpfulness of consultation. The first variable was the consultant's tolerance for differing viewpoints, as expressed in the egalitarianism of his expressed professional attitudes. The second variable was the congruence between consultant and teacher attitudes toward educational issues.

651. Dieringer, Carol P. "Relationships Among Subject, Consultee, Goal, and Process Variables in the Consultations of School Psychologists." Unpublished doctoral dissertation. Ohio State University, 1975.

This exploratory research project was designed to explore the relationships among subjects, consultees, goals, and processes in the consultations of school psychologists from middle and upper middle-class suburban districts. The study was intended to generate further research by producing quantified descriptive data easily used by other researchers.

652. Doyle, Robert Eugene. "Group Counseling and Counseling-Teacher Consultation with Poorly Achieving Ninth Grade Students." Unpublished doctoral dissertation. Rutgers University, The State University of New Jersey, 1977.

Examined the effects of small group counseling and teacher consultation intervention on school achievement among poorly achieving ninth grade students. Results indicated that both a group of students receiving small group sessions, with their teachers also receiving counselor-teacher consultation sessions, and another group who received only counselor-teacher consultation sessions showed significant improvement in self-esteem and grade-point average at the end of the ninth-grade year.

653. Dudley, John Phillip. "The Role of the Consultant in the Lincoln Public Schools." Unpublished doctoral dissertation. University of Nebraska, 1973.

A major purpose of the study was to ascertain the role of the subject matter consultant as perceived by teachers, administrators, special subject area consultants, and the superintendent's cabinet. It was found that leadership was considered to be the primary role of the subject matter consultant. Inservice was rated the second most important, with supervision the third.

654. Duffy, Eugene C. "The Emerging Role of the Learning Disabilities Teacher Consultant in the Elementary Schools of Suburban Essex County, New Jersey." Unpublished doctoral dissertation. Fordham University, 1975.

This study sought to determine and compare the evolving role of the learning disabilities teacher-consultant in selected tasks as perceived by elementary school principals, school psychologists, and the learning disabilities teacher-consultants themselves.

655. Dworkin, Bruce Bennett. "Reference Group Orientation and Role Definition of School Psychologists in Educational Bureaucracies." Unpublished doctoral dissertation. University of Pennsylvania, 1976.

Surveyed literature on the role definition of professional employees and school psychologists and conducted pilot studies.

The role performance of the psychologists in consulting on mainstream education and special education and assessing learning and adjustment problems is described.

656. Evans, Susan Bonnie. "The Consultant Role of the Resource Teacher." Unpublished doctoral dissertation. University of Arizona, 1977.

Determined the extent to which consultation, as one of the functions of the resource room teacher, is implemented in Arizona and identified factors related to its acceptance. Results indicate that consultation occupies less than 5 percent of the time of the resource room teacher. Classroom teachers showed the greatest support for increased use of the consultant role, while resource teachers displayed the least interest in expanding that role for themselves.

657. Feinberg, Jean Haskell. "A Case Study of Process Oriented Consultation with Teams of Teachers in an Inner City Middle School." Unpublished doctoral dissertation. Temple University, 1976.

Positive effects of consultation reported were satisfaction with decisionmaking procedures, improved communication processes, greater team solidarity, and more positive feelings about team functioning. It was concluded that process-oriented consultation was an effective means of providing consultation help to teams of teachers.

658. Feinstein, William Charles. "Boundary Events in Systems Consultation." Unpublished doctoral dissertation. City University of New York, 1974.

An intensive case study was done of a school system intervention designed to promote educational reform. Boundary events were examined before, during, and after a 2-week workshop for students, teachers, administrators, citizens, police, and council members of a suburban New England town. The study provides an analysis of systems consultation and operationalizes concepts from open systems theory.

659. Feldman, Gerald Joseph. "The Internal Consulting Role of Training Officers in City Governments." Unpublished doctoral dissertation. George Washington University, 1976.

The specific purposes of this study were to (1) determine whether training officers consider internal consulting a proper function; (2) determine the percentage of time devoted to internal consulting; (3) identify types of internal consulting activities in which training officers perceive they engage; and (4) identify factors training officers perceive as preventing them from assuming the role of internal consultant.

660. Ferrante, Richard Ralph. "A Study of Consultation and Education Services in South Carolina's Mental Health Centers and Clinics: An Analysis of Role Ambiguity and Role Conflict." Unpublished doctoral dissertations. University of Pittsburgh, 1976.

Studied South Carolina staff persons engaged in consultation and educational services in the State's mental health centers and clinics to determine if they experienced role ambiguity and role conflict in their job tasks.

661. Ford, Gerald Francis, Jr. "School Organizational Climate: Mental Health Implications and a Proposed Process for Psychological Consultation." Unpublished doctoral dissertation. Rutgers University, 1977.

This exploratory study developed one specific approach for school psychological consultation and demonstrated its utility in a field situation. The assessment of a school's organizational climate was selected as a focal point for consultation, which generally followed Caplan's consultee-centered administrative model.

662. Friedman, Linda Paula. "Locus of Control Consultation Styles: A Theoretical Model for Increasing Teacher-Centered Consultation Effectiveness." Unpublished doctoral dissertation. University of Pennsylvania, 1976.

Results defined four qualitatively different modal patterns of teacher consultation behavior, suggesting that the unidimensional interpretation of locus of control may not be a predictive and mediating variable in human behavior.

663. Friedman, Michael P. "Mental Health Consultation with Teachers: An Analysis of Process Variables." Unpublished doctoral dissertation. Temple University, 1977.

Explored intensive consultee-centered mental health consultation with a small number of teachers to evaluate effectiveness and identify process variables. The study demonstrated (1) observable changes in teachers' classroom behavior following five consultation sessions; (2) an indirect interaction style as an effective process in mental health consultation; and (3) the utility of Flanders Interaction Analysis both for identification of process variables and for behavioral evaluation of the effects of consultation on teachers.

664. Gilmore, Robert Everett. "Essential Functions of the Community College Counselor as Viewed by Selected Counselor Edu-

cators, Counselors, Teachers, and Administrators in California." Unpublished doctoral dissertation. Brigham Young University, 1975.

Identifies the essential components of a role model for community college counselors, including educational, vocational, and personal counseling and consultation with faculty. This paradigm was used as a criterion to evaluate the role of counselors in a State community college district.

665. Green, Ruth Lipscomb. "The Effects of Group Counseling and Teacher Consultation on the Classroom Behaviors and Attitudes of Selected Elementary School Children." Unpublished doctoral dissertation. University of Massachusetts, 1976.

Group counseling and consultation with the children involved use of behavioral contracts and a token economy. The results indicated an increase in the children's attendance and assignment completion during treatment and a decrease in attendance during the baseline phase following treatment.

666. Hay, Fred Wilson. "An Investigation of the Continuing Consultant's Role as Perceived by Selected Teachers, Consultants, and Administrators within an Educational Cooperative." Unpublished doctoral dissertation. University of Tennessee, 1975.

Consensus was reached on four items relating to the consultants' role and the results which should come from consultation. Consultants were viewed negatively initially but positively by the end of the program by teachers. There appeared to have been no preparation of teachers for the program. Teachers and principals exhibited more understanding of consultants and their roles than did superintendents. Consultants probably contributed to the success of the program by not expressing the need for hierarchy placement.

667. Hazzard, James. "Effects of Behavioral Consultation on Teacher Application and Transfer of Behavior Management Principles." Unpublished doctoral dissertation. University of Arizona, 1977.

Studied the effects of a behavioral consultation model which used brief interviews to impart learning principles and implement application of these principles by three public school teachers. It was found that a treatment plan which involved behavior change on the part of a teacher could be established without extensive time and training and that verbal and nonverbal reinforcement for attending behavior could increase that behavior among studied children.

668. Hoffman, Fred James. "Efficacy of the Adlerian Model in Secondary School Counseling and Consulting." Unpublished doctoral dissertation. Ohio University, 1975.

Evaluated a specific method of counseling and consulting with secondary school teachers, based on the Adlerian or socioteleological theory of psychology. The three basic research questions were: (1) Will Adlerian group counseling with secondary students identified as exhibiting attention-getting behavior reduce such behavior? (2) Will conducting a C-group with the teachers of such students reduce such behavior? (3) Will a combination treatment of Adlerian group counseling and a C-group with teachers effectively reduce the attention-getting behaviors?

669. Hug, William Fritz. "A Comparison of Two Psychiatric Consultation Processes Involving the Participation or Nonparticipation of the Female Client." Unpublished doctoral dissertation. University of Maryland, 1976.

Presents controlled research to evaluate the three-way consultation; specifically, the hypothesis that there is greater perceptual congruence between the female client and her therapist when the client participates in the psychiatric consultation.

670. Hytrek, Anthony John. "The Role of the College/University Consultant as Perceived by the Cooperating Teacher." Unpublished doctoral dissertation. University of Northern Colorado, 1973.

Found that the cooperating teachers scored the administrative/supervisory duties of a consultant most highly, implying that the consultants should have special training in supervision.

671. Inzerilli, Giorgio. "Expert-Client Relationships in Organizational Environments." Unpublished doctoral dissertation. Northwestern University, 1973.

Attempted to identify the characteristics of the expert that induce a client to trust him. Among the hypotheses tested were: (1) Client's trust is positively related to the degree to which the expert's characteristics correspond to the idealized expert image held by the client; (2) Identification and Self-Regulation are more important in determing trust than Competence; and (3) Perceived freedom to select the expert is positively related to trust.

672. Ivanoff, Joanne Marie. "An Application of Organization Development as a Consultation Model for the School Psychologist." Unpublished doctoral dissertation. Marquette University, 1977.

Tested the effectiveness of a school psychologist's use of a consultation model based on OD theory in a planned effort to affect organizational improvement, as reflected by improved staff communications, increased openness, and increased participation in problem-solving and decision-making activities, in an urban central city elementary school.

673. Jacobs, Deborah E. "The Effects of Two Types of Consultation on Junior High School Teacher-Student Interaction and Perception of Emotionally Disturbed Adolescents." Unpublished doctoral dissertation. Boston University School of Education, 1975.

Compares the effectiveness of two types of mental health consultation suggested by Caplan, client-centered case and consultee-centered case, in eliciting positive change in teacher-student interaction and perception of emotionally disturbed boys in a junior high setting. Overall, the results indicated client-centered case consultation yielded significantly greater improvement than consultee-centered case consultation, an attention placebo, or no contact condition.

674. Jeger, Abraham Morris. "The Effects of a Behavioral Consultation Program on Consultees, Clients, and the Social Environment." Unpublished doctoral dissertation. State University of New York at Stony Brook, 1977.

Designed, implemented, and evaluated a consultation program to the adolescent service of a State psychiatric facility. The project consisted of an 8-week behavioral training package offered to nonprofessional ward staff and a "behavioral milieu" (token economy) program designed for residents. Three levels of change were assessed—consultees (staff), clients (residents), and the social environment (ward climate).

675. Kuehnel, Julie Menzies. "Faculty, School and Organizational Characteristics, and Schools' Openness to Mental Health Resources." Unpublished doctoral dissertation. University of Texas at Austin, 1975.

Examines the relationship between age of faculty, years of teaching at present school, school size, and organizational climate and openness to mental health consultation.

676. LaGodna, Gretchen E. "Mental Health Consultation with Community Nurses." Unpublished doctoral dissertation. University of Kentucky, 1976.

Describes the outcomes of planned psychiatric-mental health nursing consultation with a group of community nurses (consultees) in a home health agency. The consultation model use was Client-Centered Staff Development Consultation as described by McClung and Stunden. The outcomes measured were attitudinal/ideological changes, changes in the identification and recording of mental health-related data in patients' records, and changes in problem-solving behaviors in group consultation sessions.

677. Levy, Cynthia B. "Identification of Relationships among Variables in Consultations of School Psychologists." Unpublished doctoral dissertation. Ohio State University, 1975.

The purpose of the study was to explore relationships among the eight variable categories of clients, consultees, goals, processes, agreement on the consultation problem, initiation, entry method, and degree of confidentiality in consultations conducted by 30 practicing school psychologists in large, urban school systems. The study answers the questions of what consultation practices are demonstrated from the data and what kinds of consultation patterns emerge from these relationships.

678. Linai, Edna Horlick. "Intervention Procedures for Classroom Management Using the Guided Inquiry Mode and Programmed Materials: A Consultant Model." Unpublished doctoral dissertation. University of California, Los Angeles, 1975.

Examined the impact of an instructional mode of counseling combined with programed materials on the behavior of teachers of educationally handicapped pupils in an elementary school setting. The counseling mode was derived from cognitive learning theory and behavioral counseling. The purpose of the intervention was to teach teachers to apply a problem-solving sequence to classroom problems and to provide a replicable mode for inservice training.

679. Lynch, Gordon B. "The Counselor/Psychologist as an Organizational Consultant: A Descriptive Study." Unpublished doctoral dissertation. Arizona State University, 1974.

Surveyed the perceptions and the participation in organizational consultation activities and training from three distinct but interrelated populations: (1) university faculty (consultant trainers); (2) professional consultants (performers of consultation); and (3) organizations (recipients of consulation).

680. McGinley, Anthony Joseph. "Implications of the School Counselor's Role as Consultant in Due Process Involvement in Public Schools." Unpublished doctoral dissertation. Catholic University of America, 1973.

Concluded that there is a general consensus among counselors, lawyers, and teachers concerning both the total concept of confidentiality and the concept of the counselor as consultant in due process.

681. McGovern, Lois M. "The Assessment and Treatment of Behavior Problems in the Classroom." Unpublished doctoral dissertation. University of Minnesota, 1975.

The classroom behavior, attitudes toward school and academic achievement of "problem" students and their classmates were investigated and three modes of intervention were compared. It was found that the behavioral treatments, direct intervention in the classroom by a behavioral psychologist and consultation with the classroom teachers, were more effective than the traditional treatment by a school psychologist in altering the behavior of referred students.

682. Marino, Martin F. "The Effectiveness of Teacher-Centered Versus Case-Centered Consultation in the Reduction of Classroom Management Errors and Negative Classroom Behavior of Students." Unpublished doctoral dissertation. Temple University, 1976.

Compared teachers who received consultation in classroom management with teachers who received consultation in the diagnosis and remediation of a referred student. Teacher-centered consultation was found to be an effective technique for significantly reducing the total number of classroom management errors.

683. Markel, Geraldine Lee. "The Evaluation Consultant and Innovative Elementary Projects in an Educational System." Unpublished doctoral dissertion. University of Michigan, 1974.

An analysis was made of the role of an evaluator consulting with six innovative projects in four elementary schools in a university-based midwestern city. The consultant was viewed as a process helper, model, and reinforcer who provided services so that relevant pupil performance information was available for decisionmakers in the educational system.

684. Mattson, Robert E. "Staff and Resident Changes Associated with Consultation: An Empirical Study of a 10-month Consultation with a Residential Setting for Troubled Adolescents." Unpublished doctoral dissertion. University of Nebraska, 1976.

Distinguishing features of the consultation approach were: (1) It clearly focused on the perceived needs of agency staff; and

(2) consultation activities were not restricted to treatment-program matters; the possibility of interventions into procedural and structural issues was included. The consultation was monitored through measures of job satisfaction, organizational climate, and resident behavior. Positive findings were reported in each of the three areas.

685. Mentzer, Susan S. "The Consultation Practices of Two Groups of School Psychologists." Unpublished doctoral dissertation. Ohio State University, 1976.

Compared the consultation characteristics of school psychologists employed in schools with the consultation characteristics of school psychologists employed in community mental health centers. The characteristics were found to be similar in the two settings, but combined to form different patterns of consultation for perceived effective and perceived ineffective consultation in schools and in community health centers.

686. Messina, James J. "A Comparative Study of Parent Consultation and Conjoint Family Counseling." Unpublished doctoral dissertation. State University of New York at Buffalo, 1975.

Parent Consultation, as developed by Dr. John Gilmore of Boston University, and Conjoint Family Counseling, as demonstrated by counselors connected with the Mental Research Institute in Palo Alto, Calif. were compared to individual counseling and a no-treatment control as to their effectiveness in promoting change in self-esteem, attitudes of the child and his parents toward their relationships, and the descriptiveness of verbal response of the parents toward their child's behavior.

687. Moore, Paul Llewellyn. "Mental Health Consultation and the Clergy: The Place of Values and Other Factors." Unpublished doctoral dissertation. Boston University Graduate School, 1976.

Investigated the influence of values, demographic factors, and pastoral concerns upon clergy's attitudes toward and use of mental health consultation. Assumed that since Rokeach's findings indicated that the values of salvation and equality predict social comparison, these values would also predict attitudes toward and use of mental health consultation.

688. Morrison, Richard L. "In-service Classroom Management Training: A Consultant Model." Unpublished doctoral dissertation. University of California at Los Angeles, 1973.

A consultant model was developed and intensively studied in a teacher-focused classroom management intervention model.

The teacher participating in the study expressed more favorable attitudes toward the six target students and showed more awareness of positive and negative teacher-response contingencies.

689. Parson, Richard Dean. "Transactional Analysis: Model for the Identification of, and Training in, Variables Which Facilitate the Consultative Process." Unpublished doctoral dissertation. Temple University, 1976.

Interactional factors which facilitate or retard consultation were examined, using the transactional analysis model and an analog to behavior modification consultation in which five advanced graduate students served as consultants to five other graduate students.

690. Paulson, Helen B. "The Role of the Community Mental Health Nurse as Consultant to Police Officers in Three California Suburban Police Departments." Unpublished doctoral dissertation. University of California at San Francisco, 1973.

The purpose of this descriptive survey was to obtain systematic data on the role of the community mental health nurse as consultant to three suburban police departments. Goals of the study included: (1) testing the applicability of a conceptual model of mental health consultation; (2) determining the major functions of the community mental health nurse in a consultative role to police officers; and (3) answer specific research questions regarding certain aspects of consultation incidents.

691. Prosser, Ronald L. "The Effects of Teacher Consultation on the Non-productive Behaviors of Elementary School Children." Unpublished doctoral dissertation. University of Arizona, 1976.

Investigated the effect of a teacher consultation model based on Adlerian principles by determining its impact on specific nonproductive behaviors of elementary school children. Results indicated an increase in selected students' productive behaviors and the teachers' positive responses directed to the selected students and a decrease in nonproductive student behaviors and teachers' negative responses.

692. Rider, Larry H. "Leader Behavior, Locus of Control and Consultation Effectiveness of School Psychologists." Unpublished doctoral dissertation. Ohio State University, 1975.

Conducted an investigation to determine the effects and predictiveness of the leader-behavior dimensions of Consideration and Initiating Structure and of Locus of Control upon the consultation effectiveness of school psychologists in Ohio, as perceived by elementary teachers. It was found that Consideration significantly affects and predicts consultation effectiveness and that Locus of Control and initiating Structure did not have an effect upon or predict consultation effectiveness.

693. Rourke, Philip G. "Consultant Role and Member Learning in the Small Experiential Group." Yale University, 1974.

This study was concerned with two aspects of the consultant role in short-term, small experiential groups: the social involvement of the consultant in the group and the kind of material focused on by the consultant in making comments or interpretations. The results suggest that the primary effect of short-term small groups may be in the area of attitudes rather than changed behaviors.

694. Samuelson, Sheila Ann. "Factors Related to Successful Mental Health Consultation with Head Start Teachers." Unpublished doctoral dissertation. University of Denver, 1976.

Factors related to successful mental health consultation with Head Start teachers paired with 30 consultants were assessed by asking teachers and consultants to rank order the importance of specific functions of the consultant and rate the successfulness of consultation. An intervention task, designed to increase closeness of the relationship, was then administered to half of the pairs.

695. Shakoor, Muhyi. A. "The Process Consultant as System's Interventionist with an Internal Planning Team." Unpublished doctoral dissertation. Kent State University, 1974.

The purpose of the study was to describe and analyze the organization development effort provided by a process consultant with a planning team in an educational setting. The results indicate a general increase in the positive behaviors of the client system, an internal college planning team, and a general decrease in negative behaviors.

696. Sorcinelli, Mary Deane G. "The Teaching Consultation Process: A Study of Personal and Professional Development in Faculty." Unpublished doctoral dissertation. University of Massachusetts, 1978.

This exploratory study asked two primary questions: (1) Does the teaching consultation process promote personal, affective growth in faculty as well as change in teaching skills; and (2) to what degree and in what ways do faculty experience growth as a result of the process? The results demonstrate the impact of an affectively based teaching consultation process on both increased awareness of self and students and improved teaching skills.

697. Stevens, William Francis. "An Assessment of the Impact of Staff Involvement and Face-to-Face Consultation on Adoption of Innovative Program Evaluation Methods." Unpublished doctoral dissertation. Michigan State University, 1977.

Reviewed the literature to identify possible strategies for disseminating innovative program evaluation methodology to human service programs. Increased staff involvement and face-to-face interaction with evaluation consultants were identified as factors which should produce increased adoption of the evaluation methods advocated. Results of the study indicated significantly greater innovation adoption among human service programs where more than one staff member was consulted.

698. Szumk, Maria Isabel Cunha. "Proposed Behavioral Objectives for Psychological Consultation in the School as Evaluated by Teachers and School Psychologists." Unpublished doctoral dissertation. University of Wisconsin, Madison, 1975.

Behavioral objectives for the consultant role of the school psychologist were developed, and an instrument was designed to measure the extent to which those objectives for consultation are accepted, accomplished, and considered important by teachers and school psychologists.

699. Thomas, Daniel S. "The Effects of a Behavioral and Role Description Consultation upon Elementary Teachers' Perceptions of School Counselors." Unpublished doctoral dissertation. University of Southern Mississippi, 1975.

Based upon the lack of significant difference between pre- and post-test criterion measures for the behavioral consultation, the role and function consultation group, and the control group, it appears that exposure to such conditions does not significantly alter teachers' perceptions of school counselors.

700. Twarog, Jeffrey Edward. "The Effect of Group and Individual Client-Centered Case Consultation on Teacher Behavior Toward and Teacher Perception of Behavior Problem Students." Unpublished doctoral dissertation. Boston University School of Education, 1975.

Tested the differential effectiveness of individual client-centered and group client-centered case consultation by measuring teacher behavior toward and perception of behavior-problem students. Results showed significant improvement in teacher behavior toward behavior-problem students after 6 weeks of teacher participation in either group or individual case consultation.

701. Wendt, Jeanette M. "The Effects of Consultation and Intergroup Collaboration Training on the Attitudes and Perceptions of Staff Members." Unpublished doctoral dissertation. University of Texas at Austin, 1977.

Examined the effects of two organization development interventions—consultation and intergroup collaboration training—on the perceptions and attitudes of staff members toward four aspects of their jobs: (1) work climate, (2) supervisory leadership, (3) peer leadership, and (4) other staff groups within their department. Two administrative departments in a large urban school district were the setting for this investigation.

702. White, Patricia L. "The Effects of Three Consultation Modes on Several Criteria of Effective School Psychological Services." Unpublished doctoral dissertation. University of Kansas, 1975.

Explored the effects of three modes of school psychological consultation with teachers on three criteria of effective school psychological services and on the teachers' perception of the school psychologist's facilitative characteristics. Results supported the study's hypothesis that followup contacts would increase the effectiveness of school psychological consultations by allowing the knowledge and skills of both the teacher and school psychologist to help in planning and implementing the child's remedial program.

703. Wilt, Sonya M. "A Descriptive Study of the Function of the Communication Arts Resource Person as Perceived by Students and Teachers in the Elementary School Classroom" Unpublished doctoral dissertation. University of Pittsburgh, 1975.

This study describes the function of the communication arts resource person engaged in "instructional intervention," a means of consultation by which the resource person enters the classroom and works with the classroom teacher to provide an enrichment program that meets the students' needs and extends the efforts of the classroom teacher. The resource person worked with three fifth-grade teachers in seven language arts sections and three sixth-grade teachers in seven language arts sections. Two methods of instruction were used: a traditional prescriptive method and a generative method incorporating principles of the inquiry method. A total of 390 children were taught to organize and present an oral report. Some of the conclusions which were drawn were: The function of the resource person as consultant and teacher was identified by teachers and students; both of the alternative methods used by the resource person produced more competent performances by students than were anticipated; the methods did not differentially influence the students' and teachers' perception of the resource person; and instruction by the resource person and the presentation of oral reports did alter the children's perceptions of their oral communication skills. (abs.)

704. Wyatt, Wendy C. "The Theory of Problem-Solving Process Consultation and Measurement of Behavior Change Following Training." Unpublished doctoral dissertation. Boston University, 1973.

Reports the development of a theory and model of behavior for a problem-solving process consultant and measurement of the verbal behavioral change of participants who were given skill training in the model. Significant verbal behavioral change in the subjects was found.

705. Yaryan, Crystal M. "Cognitive and Affective Consultation with Teachers: Effect on Interaction and Self-Concept." Unpublished doctoral dissertation. Iowa State University, 1975.

Argues that the contribution of the elementary school counselor through the consultation function has tended to be overlooked as a means of improving teacher self-concept and interpersonal relationships. The purpose of this study was to investigate the significance of the effects of cognitive and affective group consultation for teachers on the self-concept and interaction of elementary school teachers and their students.

706. Zeff, Shirley B. "A Study of Two Modes of Consultation of School Psychologists with Teachers." Unpublished doctoral dissertation. University of Michigan, 1974.

This study examined consultation by school psychologists with teachers to ascertain if and to what extent consultation resulted in a change in teacher understanding of the referred child, if teacher perception of the referred child changed in the direction of the psychologist's perception of the child, if there was follow through on psychologist recommendations, and if there was change in classroom environment following consultation. Two modes of consultation, called Limited and Intensive, were compared for effectiveness.

Articles and Periodicals

707. Alpert, Judith Landon; Ludwig, Linda M.; and Weiner, Linda. "Teacher Characteristics and the Selection of Teachers as Consultees." Paper presented at the Annual Meeting of the Amer-

ican Educational Research Association, New York, April 4–8, 1977. (EDRS)

This study focuses on the process by which school consultants select the teachers with whom they consult. Research participants were 14 certificate or doctoral matriculants in a school psychology program. A questionnaire was administered to all consultants consisting of ranking and rating items. Consultants were asked to: (1) list all the teachers in their consultation placement; (2) name in rank order the two teachers they perceived as best in meeting the academic and socioemotional needs of the children and the two teachers perceived as worst in meeting these needs; (3) name the two teachers most receptive to change; (4) name the two teachers for whom they had the most personal liking and the two teachers for whom they had the least personal liking; and (5) rate the most preferred teacher-consultee and the least preferred teacher-consultee on a nine-point scale, in comparison with the other teachers in their placement school. The data indicate that the consultants most prefer to work with teachers who are classified as most able to meet socioemotional needs of children, most receptive to change, and most likeable. It appears that the teachers most in need of assistance are not selected for consultation. (abs.)

708. Brown, Jeannette A., and Kameen, Marilyn C. Focused video-tape feed-back: A consultation approach with teachers. *Elementary School Guidance and Counseling,* 10(1):4–12, 1975.

Examines video-tape feedback as a consultative approach to be used with elementary school counselors in dealing with teachers. Findings from a study of 19 seventh grade teachers seem to indicate teachers are interested in enlarging their positive classroom behavior repertoires.

709. Brown, William; Lundell, Kerth; and Higgins, Andy. Establishing role dissonance among principals: A consultation technique. *Psychology in the Schools,* 12(1):59–63, 1975.

Results of this study indicate that a discrepancy exists between how principals see themselves functioning and how they feel they should be functioning. The authors feel school psychologists must work with the principal to bring about the desired change. (abs.)

710. Chermesh, Ran. Internal relations in unemployed families. *Journal of Marriage and the Family,* 37(4):978–984, November 1975.

The relationship between the success of unemployed people in regaining a preferred job and their families decision-making style are analyzed in the context of a recession in Israel during 1966–1967. Findings show that the unemployed from families with high degrees of consultation were more successful in regaining employment in their former occupation. (abs.)

711. Conrath, David W.; Buckingham, Paul; Dunn, Earl V.; and Swanson, J. Norrie. An experimental evaluation of alternative communication systems as used for medical diagnosis. *Behavioral Science,* 20(5): 296–305, September 1975.

Reports results of an experiment with 32 patients in which color TV, black and white TV, and the hands-free telephone were compared with physical presence consultation. No significant differences in performance were found among the three telecommunication systems. Physical presence was significantly superior only for detecting secondary medical problems.

712. Gilmore, George E., and Chandy, Jean M. Educators describe the school psychologist. *Psychology in the Schools,* 10(4):397–403, October 1973.

Examines the perceptions of the school psychologist's role held by teachers, principals, and school psychologists. A 37 item questionnaire was group-administered to the faculty of each school (N = 211). A discriminant analysis was used to compare group responses to the eight variable sets. It is concluded that the frequency with which teachers contact psychologists is positively related to their perceiving them as functioning both as examiners and as psychoeducational consultants. It is suggested that an inservice training program be used to communicate needs, expectations, and skills of staff members.

713. Ginsburg, Arlene B., and Goldstein, Steven G. Age bias referral for psychological consultation. *Journal of Gerontology,* 29(4):410–415, July 1974.

Prior research has suggested that many patients in a general hospital have psychological problems which are often ignored. There is a further suggestion that increasing age increases the possibility of failure to provide appropriate treatment. The present study attempted to investigate the effects of age and personality differences, as measured by the Minnesota Multiphasic Personality Inventory (MMPI), on referral for psychological consultation. Subjects were 88 medical inpatients referred for psychological consultation and 65 nonreferred patients; ages ranged from under 20 years to above 60 years. When groups were sorted on the basis of normal-abnormal MMPI profiles and actual referral, it was found that mean age of those with abnormal profiles was significantly greater in the nonreferred group.

714. Goldman, Ruth K., and Cowan, Philip A. Teacher cognitive characteristics, social system variables and the use of consultation. *American Journal of Community Psychology,* 4(1):85–98, 1976.

To demonstrate the importance of social system influences upon cognitive characteristics of teachers and their use of consultation, two measures of teacher cognitive characteristics and three measures of teacher participation in consultation were obtained from 25 teachers in a three school inner-city school district.

715. Hauser, Stuart T., and Shapiro, Roger L. An approach to the analysis of faculty-student interactions in small groups. *Human Relations,* 29(9):819–832, September 1976.

Argues that the adolescent's experience in groups and institutions is determined in important ways by the nature of the authority in these settings. To examine adolescent relationship with those in authority positions, the authors used methods of participant observation in small groups. Subjects were 30 students, 3 principals, and 3 teachers in three equal groups who were observed over a period of 1½ yrs. One of the authors served as a consultant with each of the groups. Results show that attempts to abandon school role behaviors were common among the faculty members of the groups. This suggests that these repeated efforts to either abandon or blur their roles represented modes of coping with a highly stressful situation. Examples of these stresses and the coping strategies are presented together with an illustration of how the consultant unwittingly participated in such role shifts.

716. Heinicke, Christoph M. Aiding "at risk" children through psychoanalytic social work with parents. *American Journal of Orthopsychiatry,* 46(1):89–103, 1976.

Presents data on the impact of a psychoanalytic social work approach to family intervention. Three treatment techniques were compared: an open-ended approach, a problem-oriented approach, and a consultation approach.

717. Hirschman, Richard. Utilization of mental health consultation and self-perceptions of intraorganizational importance and influence. *Journal of Consulting and Clinical Psychology,* 42(6):916, December 1974.

Predicted that self-rating of importance and influence for each of 17 volunteer workers in a mental health crisis center would be positively correlated to each worker's latency in the use of a mental health consultant. Results support the prediction for self-perceptions of the value of consultation in general, actual help derived from a consultant, or the number of hours in voluntary service.

718. Kerlin, Marcella, and Latham, William L. Intervention effects of a crisis-resource program. *Exceptional Children,* 44(1):32–4, September 1977.

Twenty-one third grade, black males of low socioeconomic status exhibiting problem behaviors were assigned to one of three settings: a classroom with a crisis-resource teacher who assisted regular teachers in establishing individualized programs; a class with a crisis-resource teacher only; and a classroom without services from a crisis-resource teacher. (abs.)

719. Kolson, Gail. Mental health nursing consultation: A study of expectations. *Journal of Psychiatry and Law,* 3(4):501–514, 1975.

A study was undertaken to describe some medical surgical nurses' role expectations of a mental health consultant. A questionnaire assessed such areas as need for and function of consultation, accountability of consultation, and problem areas in consultation.

720. Larsen, Judith K. "Dissemination and Utilization of Information." Final report, American Institute for Research, NIMH Grant MH-25121, 1977.

To facilitate the dissemination and utilization of information to mental health service providers, characteristic consultant and consultee/agency behaviors were identified. It was found that consultee/agency variables may be the single most important factors in determining utilization and that attitudes formed and decisions made prior to the actual consultation are most important in the success of the consultation.

721. Larsen, Judith K., and Morris, Eleanor L. Consultation to mental health agencies: What makes it work (or not)? *Innovations,* 4(2): 25–28, 1977.

To investigate ways to improve utilization of information among community mental health centers and gain behavioral information on what happens in the consultation process, 20 mental health centers received consultation on programmatic issues. It was found that the most critical determinant of consultation outcome was agency attitudes and expectations, with consultant behaviors and techniques secondary.

722. Lesiak, Walter J., and Lounsbury, Esther. Views of school psychological services: A comparative study. *Psychology in the Schools,* 14(2):185–188, April 1977.

Perceptions of 98 elementary principals concerning school psychological services were compared with those of supervisors of psychological services as found in F.E. Kirschner's (see PA, Vol. 47:9778) study. A 13-item questionnaire was used. Both groups rated generalist skills and individual diagnostic testing and consultation as important, and remedial instruction as unimportant. Differences were found between the groups on conducting research, inservice programs preventative activities, counseling with parents, screening for special classes, and liaison activities. Implications for university trainers and field psychologists are noted.

723. Meyers, J. Consultee-centered consultation with a teacher as a technique in behavior management. *American Journal of Community Psychology,* 3(2):111–21, 1975.

Presents data supporting the effectiveness of both client-centered and consultee-centered consultation. Particular emphasis is given to the data which suggest that attention to teacher affect through consultee-centered consultation can have a generalized effect in reducing disruptive classroom behavior.

724. Meyers, Joel; Freidman, Michael P.; and Gaughan, Edward J. The effects of consultee-centered consultation on teacher behavior. *Psychology in the Schools,* 12(3):288–295, July 1975.

Responds to two deficiencies in past consultation research and describes the use of consultee-centered consultation techniques with three 4th-grade female teachers in the same inner-city elementary school. Verbal reinforcement, clarification, empathy, direct confrontation, indirect confrontation, probe for feelings, and provision of choice techniques were used in a multiple baseline design. Results show that the consultation techniques were effective in reducing negative verbal behaviors of two of the three subjects. An attempt is made to show how this study relates to G. Caplan's (1970) assumptions regarding consultee-centered case consultation. It is concluded that multiple baseline designs offer a viable approach to experimental research in consultation with small numbers of subjects.

725. Meyers, Joel; Freidman, Michael P.; Leviton, Harvey, S.; Gaughan, Edward; and Pitt, Norman. An approach to investigate anxiety and hostility in consultee-centered consultation. *Psychology in the Schools,* XV (2):292–296, 1978.

The anxiety and hostility of three consultants and consultees were assessed from an intensive analysis of their verbal behavior during consultation. Comparisons to normative data suggested that the hostility and anxiety expressed by consultees were high, compared to those expressed under more neutral conditions, and a relationship was observed between consultee anxiety and consultation outcome.

726. Moracco, John, and Kazandkian, Alice. Effectiveness of behavior counseling and consulting with non-western elementary school children. *Elementary School Guidance and Counseling,* 11(4):244–250, April 1977.

Tested the effectiveness of behavioral counseling and consulting with Lebanese children who had school behavior problems. It was concluded that behavioral counseling and consulting may be less value laden than other orientations to changing behavior. It appears the principles of behavior modification are not as directly derived from a particular culture as other orientations may be; then behavioral counseling and consulting have definite applicability across different cultural settings. (abs.)

727. Penn, Carl E. Perceptions of the role of the school psychologist. *Journal of the Association for the Study of Perception,* 12(1):27–31, 1977.

Investigated the perceptions of public school teachers pertaining to the role of school psychologist. The teachers placed more emphasis on the function of remediation of problems, while the psychologists placed more emphasis on the functions of consultation and diagnostic assessment.

728. Reinking, Richard H.; Livesay, Ginger; and Kohl, Marvin. The effects of consultation style on consultee productivity. *American Journal of Community Psychology,* 6(3):283–290, 1978.

Examines the effectiveness of three different consultation styles adapted from Bindman's typology, giving careful consideration to defining similarities and differences between approaches. Consultees were nurses on eight wards in a State hospital for the retarded. Degree of change was related directly to the style of consultation: The Expert role proved no better than the control condition; the Resource and Process roles generated significant consultee activity, with the Process model generating the most programs in both experimental and followup period.

729. Renwick, Patricia A. Perception and management of superior-subordinate conflict. *Organizational Behavior and Human Performance,* 13(3):444–456, 1975.

Reports results of a research project on perception and management of superior-subordinate conflict. Conflict management was related to status differences as well as attitudes toward conflict and corresponded to response styles predicted to emerge in consultative organizational climates.

730. Schowengerdt, Richard V.; Fine, Marvin; and Poggio, John P. An examination of some bases of teacher satisfaction with school psychological services. *Psychology in the Schools,* 13(3):269–275, July 1976.

Seventy-two school psychologist-teacher pairs returned questionnaires after a teacher consultation experience. Stepwise regressions were performed on the data to determine which psychologist and teacher variables were related to teacher satisfaction with the school psychological consultation. The single most significant main effect on teacher satisfaction was the teacher's perception of the psychologist's facilitativeness.

731. Schroeder, Carolyn, S., and Miller, Francis T. Entry patterns and strategies in consultation. *Professional Psychology,* 6(2):182–186, May 1975.

Examined the process of entry into the consultee system and its importance in determining the long-range effectiveness of consultation. Identical behavior modification workshops were offered to four different school systems with the major variable being the manner in which the problem of entry was handled. It was demonstrated that (a) sanctions do not automatically transfer from one consultant to another, (b) ownership of a program is developed through participation in the planning process, (c) shared ownership is insured by continuous feedback throughout the period of training, (d) formal evaluation and feedback encourage further program development and a partnership in this development and (e) the training of local trainers assures the program's continuation and expansion.

732. Suinn, Richard M. Traits for selection of paraprofessionals for behavior-modification consultation training. *Community Mental Health Journal,* 10(4):441–449, Winter 1974.

Attempted to specify the characteristics associated with success in behavior-modification consultation. Subjects were 34 undergraduates recommended for training on the basis of their being academically solid enough to learn and apply principles; responsible, mature, and capable of thinking analytically; and aware of their own limitations. Twenty were accepted following the screening interview and administered psychometric tests (e.g., the Edwards Personal Preference Schedule). The training procedures, the psychometric and other selection measures, and statistical results when comparing the selection tools with different criteria are discussed.

733. Tyler, Milton M., and Fine, Marvin J. The effects of limited and intensive school psychologist-teacher consultation. *Journal of School Psychology,* 12(1):8–16, 1974.

Effects of two modes of school psychological consultation were examined against four main outcomes: (1) changes in teacher understanding of the child, (2) the direction of the changes in teacher understanding of the child, (3) teacher satisfaction with consultation, and (4) teacher followthrough on psychologist's recommendations. Results strongly supported the intensive consultation over the limited consultation. (abs.)

734. Wadsworth, M.E. Illness behaviour and studies of communications between doctors and patients. *Journal of Psychosomatic Research,* 20(4):317–322, 1974.

Presents evidence to support the argument that there is a relationship between the individual's knowledge of illness and its causes and what happens at consultations between doctors and patients. Knowledge is defined as an individual's sense of awareness and degree of understanding of a phenomenon: Ways in which individuals use this knowledge are examined. It is noted that, once the physician has been consulted, he/she is primarily interested in which illness has been described by the patient, while the patient is concerned with trying to understand the cause of the illness. The two individuals are thus working with different goals during consultations, an event which leads to faulty communication. The inadequacy of a simple cause-effect model in explaining certain illnesses and methods of improving doctor-patient consultations are discussed.

735. Wenger, Ralph D. "Effects of Consultant Interactional Behaviors on Consultee Satisfactions with Consultation." Paper presented at the 84th Annual Conference of the American Psychological Association, Washington, D.C., September 3–7, 1976. (EDRS)

This paper reports a quasi-experimental study which was designed and conducted to learn more about the impact of selected consultant interactional behaviors on consultee satisfaction with consultation. Specifically, the study focused on the effects of consultant effort to foster a collaborative consultative relationship. Consultant efforts were dichotomized into two approaches: a collaborative one and a noncollaborative one which was labeled authoritative. Both approaches were based on a client-centered consultation format. The experimenter functioned as consultant for both approaches, implementing each in two different elementary schools. Seven teachers were exposed to the collaborative approach; five to the authoritative. The results indicated that teachers who consulted with the collaborative consultant were significantly more satisfied with the consultation than those who consulted with the authoritative consultant. (abs.)

736. White, Patricia L., and Fine, Marvin J. The effects of three school psychological consultation modes on selected teacher and pupil outcomes. *Psychology in the Schools,* 13(4):414–420, October 1976.

Each of six Kansas school psychologists selected his/her next nine case referrals and structured the teacher consultation in terms of three consultative modes which varied primarily in the number of followup contacts. Findings indicate that followup contacts led to greater teacher implementation of recommendations, greater perceived pupil behavior improvement, and greater sense of cooperative planning by the teachers. These outcome differences occurred between followup contacts and no followup contacts, with outcome differences not occurring between more and less extensive contacts.

737. Woody, Robert H. Forms of mental health consultation. *Journal of Community Psychology,* 2(3):283–285, 1974.

Mental health consultants known to be trained in and identified with either a behavioral model or the Caplan-style process model reported differences regarding the form of consultation—client-centered case; consultee-centered case; program-centered administrative, and consultee-centered administrative— in which they practice and prefer to engage. Findings indicate that consultation research should specify the form preferred, and training should be tailored to the relevant form and preferences.

See also: 172, 228, 266, 273, 295, 299, 304, 312, 325, 327, 334, 344, 349, 357, 360, 369, 374, 377, 382, 497, 560, 577, 622, 623, 624, 625.

PROGRAM EVALUATION

Dissertations

738. Beuttel, Sally J. "A Study of Mental Health Criteria and Indicators and a Program Evaluation Model." Unpublished doctoral dissertation. University of North Carolina at Chapel Hill, 1974.

Conducted an evaluation of mental health consultation to daycare centers for preschool children in three North Carolina counties. A sample of 41 4-year-old boys in the comparison and experimental groups were tested for changes in deviant and socially competent behaviors. No statistically significant differences in improvement between the experimental and comparison groups were found.

739. Bryngelson, James David. "Staff Development: Increasing Teacher Human Interaction Skills Through Consultation Strategies." Unpublished doctoral dissertation. University of Northern Colorado, 1976.

Investigated the effects of an experimental consultation program based on constructs from the areas of transactional analysis, teacher effectiveness training, and values clarification. The major purpose was to determine strategies a school consultant could use to increase teachers' abilities to relate in growth-producing ways to their students.

740. Freedman, Irwin. "The Effects on School Climate of a Series of Supportive-Collaborative Consultations with Principals." Unpublished doctoral dissertation. Boston University School of Education, 1975.

The study: (1) provided 15 principals with supportive/collaborative sessions; (2) attempted to help the principals become more consistent in terms of perceptions of his/her self and style of leadership; and (3) measured the effects of these efforts on his/her own and teachers' perceptions of school climate and leadership behavior.

741. Graeb, Thelma S. "The Behavior Changes of School Building Principals Following Participation in a Special Education Simulation and Consultation Project." Unpublished doctoral dissertation. Syracuse University, 1975.

The goal of the project was to increase general educators' awareness and knowledge of handicapped children through participation in a Special Education Simulation and Consultation Project. The specific objectives included: (1) the evaluation of effectiveness of the project for inservice training of building administrators; and (2) the development of new support systems for regular and special education teachers through the building principal.

742. Hill, Leroy Alexander. "The Effects of Consultation Using Psychological Education on Selected Behavior of Ninth-Grade In-

ner-City Students." Unpublished doctoral dissertation. Virginia Polytechnic Institute and State University, 1977.

Investigated the effects of consultation, using psychological education techniques, on school attendance, English achievement career planning behavior, and self-concept of ninth grade technical English students. Results showed consultation to be an effective intervention strategy in improving several dimensions of student behavior. Additionally, teachers involved in the consultation reported positive attitudes concerning the process.

743. McCracken, Ben. "A Study of Effective Psychological Consultation with Lutheran Synod Committees and Students." Unpublished doctoral dissertation. University of Northern Colorado, 1976.

Investigated the degree of satisfaction with the services of psychologists who consult with the synods of the Lutheran Church and the reasons for satisfaction or dissatisfaction. Results indicated there was a substantial level of satisfaction with the program of psychological services among the service consumers.

744. Otillar, Doris M. "The Effects of Systematic Consultation on Teacher Behavior and Student Achievement in Rural Deprived Elementary Schools." Unpublished doctoral dissertation. University of Wisconsin, 1973.

Results of the study indicate that systematic consultation in a rural poverty school system is effective in increasing teacher attending and approval behaviors. Although the experimental teachers displayed significant changes, these changes did not seem to statistically affect student achievement.

745. Peters, Patricia Anne. "Describing and Evaluating a Consultation Team-Treatment Model for Improving Teacher Effectiveness: A Prevention Model for High Schools." Unpublished doctoral dissertation. California School of Professional Psychology, 1975.

This study explores the degree to which a consultation model could be used in an educational setting. Focusing on improving teachers' effectiveness to respond more successfully to student problems, the model incorporated a team-approach method of intervention in a high school setting. The major question examined was: Will this consultation team model create improved teacher effectiveness with atypical students? Other components of the design were to train counselors in consultation techniques and explore the process of what happens when a new program is implemented in a system.

746. Ruff, Ronald. "Human Dimensions of Inservice Teacher Consultation." Unpublished doctoral dissertation. Illinois Institute of Technology, 1974.

The purpose of this study was to measure the effects of inservice training on three human-dimension variables: attitude toward students, positive self-regard, and personal meaning. The inservice teacher consultation as practiced in this investigation proved to be ineffective, with no significant differences on variables for participants and nonparticipants.

747. Runquist, Merrell Philip. "Mental Health Consultation to Day Care: An Experiment in Primary Prevention." Unpublished doctoral dissertation. University of Nebraska, Lincoln, 1975.

Report results of a program designed to implement and test the concepts of primary prevention through mental health consultation to daycare. Attitudes of teachers did not change as predicted, although the socialized behavior of the children did increase significantly. Implications for future program planning are discussed.

748. Solomon, Steven J. "Evaluation of a School Consultation Program Based on the Use of William Glasser's Classroom Meetings." Unpublished doctoral dissertation. University of Kansas, 1974.

This was an exploratory study in one elementary school with two primary aims: (a) to present a model for school consultation by mental health professionals; and (b) to assess the impact of Glasser-like classroom meetings on children and teachers. Results indicated little objective support for the contention that Glasser's classroom meetings promote desired psychological or social growth in children. Teachers, however, felt the meetings were successful and continued to conduct such meetings long after the consultation ended.

749. Tidwell, Thomas G. "The Impact of Diagnostic, Evaluative, and Consultative Service on the Attitudes and Anxieties of Mothers of Exceptional Children." Unpublished doctoral dissertation. Texas Tech University, 1975.

Determined whether there were any significant changes in maternal attitudes and anxieties of mothers of exceptional children through participation in the diagnostic and evaluative process at the Lubbock State School Regional Evaluation Center. Services at the center included constructive consultation guidance, and assistance. Although no significant changes were found on the two standardized measurement instruments used, subjective findings tended to reflect a positive, overall impact on the mothers.

750. Vacher, Carole D. "Changes in Knowledge, Attitudes, and Skills as a Function of Mental Health Consultation to Physicians." Unpublished doctoral dissertation. North Carolina State University at Raleigh, 1975.

The purpose of the study was to determine if a mental health consultation program to nonpsychiatric physicians could produce changes in their knowledge in dealing with the emotionally disturbed patient, attitudes about the mentally ill, and performance skills in working with individuals who have emotional problems.

751. Williams, Foster Eugene. "A Description, Analysis, and Evaluation of a Christian Educational Consultant in an Ecumenical Setting." Unpublished doctoral dissertation. Princeton Theological Seminary, 1975.

Described, analyzed, and evaluated the functioning of a Christian educational consultant in an ecumenical setting in which three churches (Baptist, Episcopal, Presbyterian) cooperated in hiring one full-time consultant to serve the educational ministry needs of the three congregations. It was found that lasting improvements in the educational ministries of each congregation did occur and this program is a viable model for grassroots ecumenism.

Articles and Periodicals

752. Abidin, R.R. Operant behavioral consultations as conducted by master's and doctoral level psychologists in Virginia. *Journal of School Psychology*, 15(3):225–228, Fall 1977.

Compared the similarities and differences between the steps engaged in by master's and doctoral level school psychologists as they conducted operant behavioral consultations. Two of the 12 major steps in conducting operant behavioral case consultations revealed significant differences. Questions are raised regarding efficiency and outcomes of interventions by both groups. (abs.)

753. Adler, Peter T. The community mental health center in the community: Another look. *Journal of Community Psychology*, 5(2):116–123, April 1977.

Reviews the development over 5 years of a community mental health center and its consultation and education division, which was based on the author's (see PA, Vol. 51:3801) conceptual framework. Concrete achievements and failures are cited, problems which occurred are analyzed, corrective steps are described, and a reformulation is offered which more adequately covers the full range of potential community mental health center activities.

754. Alexander, Ron. "The Role of the Resource Teacher in Parent-Teacher Conferencing." Paper presented at the 54th Annual International Convention, The Council for Exceptional Children, Chicago, Ill., April 4–9, 1976. (EDRS)

Reviewed were reports of 50 parent-teacher conferences involving preprimary through secondary-level students; information as to the nature, content, and outcome was obtained; and conferences involving teachers of self-contained classes were compared with those involving resource teachers. Results indicated that the teachers initiated conferences most frequently, with the most frequent rationale in relation to the child's behavior, followed by status, (reporting progress), testing/evaluation/placement, combined academic and behavior problems, and academic problems. Behavior disorders resource teachers had the highest frequency of conferences, followed closely by teachers of the educable mentally retarded in self-contained classrooms. Teachers of children with behavior problems tended to have series of parent conferences and higher probability of successful resolution of the difficulty. (abs.)

755. Arbes, Bill H., and Kitchener, Karen G. Faculty consultation: A study in support of education through student interaction. *Journal of Counseling Psychology*, 21(2):121–126, March 1974.

Evaluated K. Kitchener and J. Hurst's (See PA, Vol. 52:Issue 4) education through student interaction discussion program from 110 students' evaluations and performance on classroom tests in an undergraduate psychology class. Ten discussion groups were formed with five experimental conditions: (a) student facilitator, with the education through student interaction training workshop; (b) student facilitator without the education through student interaction training workshops; (c) without the student facilitator, with the education through student interaction training workshop; (d) without the student facilitator without the education through student interaction manual; (e) without the student facilitator, without the training workshop, and without the education through student interaction manual. Results support the use of the program with a student facilitator and/or a training workshop and indicate that having students discuss course content without structure, student facilitator, or training was inadequate. Implications for counseling psychologists in the role of consultants to faculty are discussed.

756. Bagley, Michael T. "New Perspectives on Supportive Services for Children Having Learning Problems in the Regular Classroom: The Teacher Consultant Model—An Approach to Consider." Paper presented at the 54th Annual International Convention, The Council for Exceptional Children, Chicago, Illinois, April 4–9, 1976. (EDRS)

Major problems with resource-room programs for children with learning disabilities are discussed, and an alternative approach, the teacher-consultant model, is described. Sections provide information on the following program components: staff selection, staff training, consultant services, and program evaluation. Listed among the changes resulting from the consultant model are a decrease of labeling, more sharing of ideas and materials between teachers, and occasions where the teacher has requested video taping of her performance for the purpose of evaluation. (abs.)

757. Bagley, Michael T., and Larsen, Stephen C. "The Effects of a Teacher Consultant Model on Learning Disabled Children." Paper presented at the 54th Annual International Convention, The Council for Exceptional Children, Chicago, Illinois, April 4–9, 1976. (EDRS).

A study was conducted to determine the academic and behavioral growth of 50 learning disabled students (in grades 2–5) who participated in a teacher-consultant program for 1 year. As part of the program, the consultant provided remedial instruction, visited the regular teachers to monitor and evaluate the work of special students, shared materials, and offered instructional techniques. Predictive levels of achievement for the 50 subjects were obtained through historical regression procedures, and the predicted achievement scores were compared to actual achievement scores. Subjects' achievement gains were well beyond the predicted grade equivalents for each of the academic skill areas, as measured by the Scientific Research Associates Achievement Test. Results for the affective area, although significant, were not as positive as results from the achievement area. (abs.)

758. Balter, Lawrence. Psychological consultation for preschool parent groups: An educational-psychological intervention to promote mental health. *Children Today,* 5(1):19–22, 1976.

Analyzes the benefits of psychological consultation for preschool parent groups. It is believed that a discussion group held under the direction of a psychological consultant can provide parents with an opportunity to share their experiences and increase their repertoire of childrearing techniques.

759. Behavior Science Corporation. *Evaluation of the Impact of Community Mental Health Consultation Services on School Systems. Vol. 1, Executive Summary*. Los Angeles, Calif.: Behavior Science Corporation, October 1973. (Available from National Technical Information Service, 5285 Port Royal Road, Springfield, Va., 22151).

There were four relevant objectives of this study: (1) describe the extent and nature of school case-oriented and program consultation, as currently practiced, and evaluate its impact; (2) evaluate the congruence of the local consultee's and consultant's expectations of consultation and the degree to which their expectations are attained; (3) describe and analyze the problems that are experienced by the consultees and consultants in developing school consultation programs; and (4) obtain information about the evaluation and feedback system in operation for school consultation and any data available on outcomes. (abs.)

760. Behavior Science Corporation. *Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems. Vol. II, Final Report: The Dynamics of School Consultation*. Los Angeles, Calif.: Behavior Science Corporation, October 1973. (Available from National Technical Information Service, 5285 Port Royal Road, Springfield, Va. 22151).

There were four relevant objectives of this study: (1) describe the extent and nature of school case-oriented and program consultation, as currently practiced, and evaluate its impact; (2) evaluate the congruence of the local consultee's and consultant's expectations of consultation and the degree to which their expectations are attained; (3) describe and analyze the problems that are experienced by the consultees and consultants in developing school consultation programs; and (4) obtain information about the evaluation and feedback system in operation for school consultation and any data available on outcomes. (abs.)

761. Bergan, John R., and Tombari, Martin L. Consultant skill and efficiency and the implementation and outcomes of consultation. *Journal of School Psychology*, 14(1):3–14, Spring 1976.

Studied the nature of consultant services rendered by school psychologists to teachers. Success in achieving stated problem-solving goals was analyzed using predictor variables measuring consultant efficiency, interviewing skills, and flexibility in applying psychological principles. Data were obtained from 806 elementary school children and 11 psychologists from 10 communities who had participated in a national early education program and a consultant-training program, respectively. Results indicate that the predictor variables exerted maximum impact on the initial problem-identification phase of the problem-solving process. Consultants lacking in skills failed to identify consultee problems and, as a result, never reached the stage of plan development and implementation. Consultants successful in identifying problems were almost invariably able to solve those problems.

762. Blaustein, M.; Eldridge, W.D.; and Momiyama, A.T. Operational study of the 25th Infantry Division Mental Hygiene Consultation Service in 1975. *Military Medicine*, 143(4):267–270, April 1978.

Outlines methods and results of a comprehensive evaluation of an infantry division's mental health consultation service (MHCS). All soldiers seen at the base for a year were logged as to their referral source, military unit, presenting problems, and disposition of the problems. The study presents a profile of the base's MHCS population in terms of the above characteristics and demographic traits.

763. Broskowski, Anthony; Khajavi, Farrokh; and Mehryar, Amir. An evaluation of an in-service training seminar on community consultation and education. *Journal of Community Psychology*, 1(2):174–176, April 1973.

Evaluated a 12-week seminar for middle-management staff in a State mental health department (N = 40), which covered concepts of community mental health consultation and education, the development of consultation and education programs, and issues of complex organizations. Each weekly session involved a lecture and participation in discussion groups, after which subjects rated the lecturer, related reading material, and group process; 25 subjects also completed a mailed followup questionnaire. Results show that most lecturers received high ratings on Communications Value and that ratings of Job Utility and Relatedness were correlated with Communication Value. The weekly evaluation process was generally considered useful, and discussion groups were rated as providing a supportive atmosphere. Eighty percent of the respondents on the followup questionnaire reported that some positive changes had occurred in either work behavior, attitudes, or expectations.

Some limitations of the study are discussed, and recommendations are made regarding the design and implementation of inservice seminars.

764. Brown, Jeannette A., and MacDougall, Mary Ann. "The Differential Influence of Three Teacher Consultation Techniques on Feelings of Self and Peer Acceptance of Children." Paper presented at the American Personnel and Guidance Association Convention, New Orleans, La., April 1974. (EDRS)

The purpose of this study was to examine the productivity of three differing focuses for organizing teacher group consultation activities. These focuses were: (1) the curriculum, i.e., individualizing instructional materials; (2) personalized classroom interactions; and (3) personalizing classroom interactions through classroom video tapings. The productivity of the teacher group consultations was measured by changes in the degree of likeability among the children, i.e., their Peer Acceptance scores. Significant gains were observed in the Peer Acceptance scores of those children whose teachers participated in group consultations focusing on personalizing classroom interactions both in the presence and the absence of classroom video tapings. Similar findings were not observed for those children whose teachers participated in group consultations focusing on individualizing instructional materials. The results of the study suggested that more benefits accrue to children when counselors provide teachers with opportunities to personalize their classroom interactions than when teachers have opportunities to individualize their instructional materials. The findings also indicated that elementary school counselors who provide systematically organized group consultations with teachers can have a positive impact on the learning environment of children. (abs.)

765. Buffmire, Judy Ann. "Stratistician and Other Special Education Delivery Models: Changes Over Time in Teaching Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped children." Salt Lake City, Utah: Southwest Regional Resource Center, 1975. (EDRS)

Examined with 343 handicapped and 202 nonhandicapped elementary grade children was the relationship between exposure to a stratistician-generalist program and scores on measures of teacher ratings, self-concept, student perception of classroom climate, academic achievement, as well as grade level, sex, and classification. The 17 stratistician-generalists were trained by the Rocky Mountain Regional Resource Center to serve as resources to regular classroom teachers, resource room teachers, special class teachers, and local school and district administrators. Of the 16 dependent variables used in the study, the following accounted for the most effective and consistent measures on which differences were observed: need of supervision, anxiety-depression, emphasis, variety-individualization, reading, and math. The design factors which accounted for the most variance were grade level and classification as handicapped or not handicapped with proportionally less variance accounted for by the design factors of sex and program status. (abs.)

766. Butler, Alfred J. Visiting consultant program for research utilization. *Rehabilitation Counseling Bulletin,* 19(2):405–414, December 1975.

Objectives, procedures, and results of a 3-year project, a visiting consultant program for research utilization, are reviewed. Major components of the study included development of State plans for consultation based on identified need and an evaluation strategy to assess correlates of success of consultation efforts. (abs.)

767. Carr, Rey A. The effects of preventive consultation with elementary school principals on changing teacher staff meeting behaviors. *Canadian Counsellor,* 10(4):157–165, July 1976.

Investigated the effects of consultee-centered consultation with elementary school principals on teacher behavior at staff meetings. Subjects were five principals from a larger group who had been randomly selected. Subjects and their staffs were observed in formal meetings by means of video-tape recording and an observer who attended. Each participant was rated on 20 behaviors using Interaction Process Analysis. Treatment consisted of from five to eight 1-hour dyadic conferences between the consultant and the subjects; consultation techniques employed are outlined. Results show group interaction behaviors which are facilitative of effective group functioning increased in every meeting following the initial consultation period, demonstrating that consultation with the subjects brought about changes in teacher/principal behavior. These findings suggest that counselors need to expand their roles and activities to include teachers and administrators as well as students. Several factors which may influence this shift in perspective are presented. (abs.)

768. Castleberry, Michael, and Gazvoda, Marjorie. *Complementary Teacher Training Program: Academic Year 1973–74: Three Year Report 1971–74*. Washington, D.C.: School of Education, George Washington University, 1974. (EDRS)

The report describes and evaluates George Washington University's Complementary Teacher Training Program during the 1971–74 period. It is explained that the demonstration program was designed to prepare undergraduate special education resource teachers to work directly with mainstreamed handicapped (including learning disabled and emotionally disturbed) elementary students and as consultants to school staff members. Cited are positive results of the training in such areas as self-esteem, interpersonal relationships, and professional information; and noted is the fact that most program graduates have secured employment as either complementary (22), special education (6), or elementary education (6) teachers. Extensive appendixes include information on the results of research evaluating the program, responses by teachers and principals to questionnaires about program and trainee effectiveness in their schools, a journal article describing the program, course outlines, and four bibliographies that list approximately 300 references. (abs.)

769. Center for New Schools. *Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level. Summary. Final Report*. Chicago, Ill.: Center for New Schools, 1977. (EDRS)

This publication summarizes a lengthy two-volume report that describes a study of six technical assistance groups (TAGs) that provide extended face-to-face help to teachers, administrators, parents, and/or students involved in attempts to improve local schools. The six groups chosen for study include AFRAM Associates, the Center for New Schools, Creative Teaching Workshop/Experimental Systems, the Institute for the Development of Educational Activities, the Rural Education Program, and United Bronx Parents. This summary report first presents an overview of the study, briefly summarizes major case study findings for each of the TAGs and describes the comparative analysis of the six TAGs. In addition, it briefly examines the nature of educational change and discusses the study's implications for researchers, educational policymakers, and those engaged in providing technical assistance to school groups. (abs.)

770. Center for New Schools. *Assistance Strategies of Six Groups that Facilitate Educational Change at the School/Community Level.*

Final Report. Vols. I and II. Chicago: Center for New Schools, 1977. (EDRS)

This two-volume report describes the results of a study of six technical assistance groups (TAGs) that provide extended face-to-face help to teachers, administrators, parents, and/or students involved in attempts to improve local schools. The six groups chosen for study include AFRAM Associates, the Center for New Schools, Creative Teaching Workshop/Experiential System, the Institute for the Development of Educational Activities, the Rural Education Program, and United Bronx Parents. The study employed qualitative research methods of participant observation, interviewing, and document analysis to understand the internal functioning of each group, to document patterns in their assistance efforts, and to analyze the effectiveness of various assistance strategies and tactics in given circumstances. The report includes case studies of the six TAGs and also presents a comparative analysis of the TAGs, with a focus on identifying "critical activities" associated with effective functioning of the groups and with the delivery of effective technical assistance services. Volume I includes an overview of the study and individual case studies of the six TAGs. Volume 2 includes a comparative analysis of the TAGs, a discussion of the study's implications, and various appendixes. (abs.)

771. Chasen, Barry J. "An Intern Tries Consultation." Paper presented at the Annual Meeting of the American Psychological Association, New Orleans, August 1974. (EDRS)

This paper describes a program of regular consultation with teachers at two elementary schools by an interning school psychologist. Teachers signed up for the consultation on a voluntary basis. Results indicate that student-clients significantly improved after their teachers participated in the consultation program. How the consultation model was organized, conducted, and evaluated is presented. The themes of the sessions and school differences are discussed. (abs.)

772. Cohen, Helen A. A comparison of two consultation training programs. *Professional Psychology,* 7(4):553–540, November 1976.

Describes and analyzes two programs that taught consultation in a community setting. The relative merits of each program are discussed in terms of a proposed stage-theory model of cognitive development.

773. Daggett, Donald R.; Jones, Mary E.; Feider, Leo.; and Clarke, Romeyh. Mental health consultation improves care of the aged in community facilities. *Hospital and Community Psychiatry,* 25(3):170–172, March 1974.

Describes a consultation and training program for nursing home staff members developed in a hospital-based community mental health center in order to improve the care and treatment of aged residents. A team consisting of social worker and nurse provided consultations that were individually planned to meet the needs of the staff of each facility. The team and staff members met weekly for 8–10 sessions to discuss topics related to the aged. Evaluation by the project staff, nursing home staff, and an independent group showed that the center successfully developed a mental health intervention system.

774. Deal, Terrence E., and Huguenin, Kathleen M. "Using Survey Feedback in a Small Alternative High School. Research and Development Memorandum No. 148." California: Stanford Center for Research and Development in Teaching, Stanford University, May 1977. (EDRS)

This case study explores the use of survey feedback—an organizational development technique—in an educational field setting. A version of survey feedback was used with an alternative high school to assist the staff in defining problems and in developing and implementing change strategies. Based on a perspective that focuses attention on the organizational context in which educators operate, the intervention combined organizational theory, survey methods, and group problem-solving techniques. The impact on the organization of the school was assessed through interviews, observations, and a readministration of the original survey instruments. The results showed that, after the workshop, staff members used organizational theory to define problems and continued to rely on problem-solving techniques to develop solutions. Between the two surveys there were some significant changes in the school's organizational patterns and levels of conflict. (abs.)

775. Dugan, Jennings. C. Mental health consultations in day-care centers: Directors' impressions. *Smith College Studies in Social Work*, 46(1): 43–44, 1975.

Examines daycare center directors' impressions of a consultation program provided by a psychoanalytically oriented child guidance clinic. Findings reveal overall satisfaction with the consultation program and general agreement that it had increased the teachers' awareness of the mental health needs of children.

776. Emiley, Stephen F.; Grundle, Thomas J.; and Zolik, Edwin S. Community system linkages through a school consultation program. *Journal of Community Psychology*, 3(2):196–202, April 1975.

Analyzed the impact of a consultation program in a school system on the functioning and interrelationships of the component subsystem organizations. The efforts were directed both toward case-specific consultation at the school level and programmatic organizational consultation directed at change within the school subsystem and change in its relationships and involvements with the community system of caretaking organizations. Analysis by levels revealed specific changes at each level. The process of the development of system linkages was facilitated by the overlapping roles of the consultants.

777. Fairchild, Thomas N. School psychological services: An empirical comparison of two models. *Psychology in the Schools,* 13(2):156–162, April 1976.

The traditional diagnostic model of school psychological services was compared with the emerging consultant service model in an effort to determine the effectiveness of each model in working with teachers in the elementary grades. The consultant model with its de-emphasis on the administration of time-consuming tests resulted in more immediate feedback for teachers. (abs.)

778. Gelso, Charles J.; Birk, Janice M.; Utz, Patrick W.; and Silver, Anne E. A multigroup evaluation of the models and functions of university counseling centers. *Journal of Counseling Psychology,* 24(4):338–348, 1977.

Evaluates the appropriateness of 4 counseling center models and 15 specific counseling center functions for universities with enrollments over 10,000. The models included traditional, consultative, vocational guidance, and psychotherapeutic approaches.

779. George, Catherine, A., and Murray, Stephen L. *Summary of Field Test and Outcome Milestone Report for Preparing Educational Training Consultants: Consulting (PETC-II).* Portland, Ore.: Northwest Regional Educational Laboratory, March 1976. (EDRS)

Preparing Educational and Training Consultants (PETC-II) is the second in a series of three cumulative and sequential instructional systems designed to help a cadre of educators acquire process training and consulting skills. The PETC-II graduate should be capable of forming a temporary relationship with a small group or major subsystem of an educational organization to help it make progress toward its goals. The consultant helps by diagnosing the client's problems and providing assistance that will temporarily add or strengthen such functions as managing, planning, and validation which allow the group to accomplish its immediate goals. Currently the PETC-II consultant is expected to help the client become more effective in jointly selected group processes. This report is a summary of the Field Test and Outcome Milestone Report for Preparing Educational Training Consultants: Consulting (PETC-II), prepared by the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL). It provides a summary of the results of five evaluation activities: (1) workshop evaluations, (2) consulting case studies, (3) internal summative reviews, (4) an alternative search, and (5) a survey of potential users. (abs.)

780. Glaser, Edward M., and Ross, Harvey L. *Facilitation of Knowledge Utilization by Institutions for Child Development. Final Report.* Los Angeles, Calif.: Human Interaction Research Institute, October 1974. (EDRS)

The final report on facilitation of knowledge utilization by institutions for child development contains analyses of consultation-intervention in four different child care institutions (including psychiatric facilities and an orphanage), and a guide to providing individualized services in children's residential centers. Described in each case are actions taken by the consultants, interviews of staff members by an independent evaluator, and questionnaire data from institutional personnel. Also included are comments made by the project director and an analysis of overall results derived from two survey instruments (the Baseline Data Form and the Institution Self-Study Questionnaire). The guide for individualizing services considers such aspects as decentralization of decisionmaking, staff roles in an interdisciplinary team, and the new role of management. Among four appendixes are suggestions for behavioral science consultants at children's residential centers. (abs.)

781. Glaser, Edward M.; Chenery, Mary Faith; and Dzard, Carroll F. *Improvement in the Quality of Worklife and Productivity: A Joint Venture Between Management and Employees. Final Report.* Los Angeles, Calif.: Human Interaction Research Institute, 1976. (EDRS)

A 3-year research project conducted at a new pharmaceutical manufacturing plant was designed to determine whether quality of worklife (QWL) consultation provided to a new plant during its planning, staffing, organizing, and initial operation would contribute to improved job satisfaction and productivity as compared with a long-established, more traditionally managed plant in the same company making the same products, but not receiving QWL consultation. The report describes developmental events, prevailing conditions relevant to consulting efforts, and outcomes of those efforts, and the question of why one major segment of the plant (quality assurance) seemed better able to sustain the QWL effort than the other major segment (production) is analyzed. Implementation of project concepts is reported to be limited by the organization's financial problems (those related to adjustment to new ownership, and technical difficulties); nevertheless, positive outcomes are reported in terms of satisfactorily meeting production goals, ego-involvement of the workforce, comparatively low absenteeism, and the plant's survival of the frustrations of startup delays. Recommendations are made for future efforts to achieve both enriched quality of worklife and improved business effectiveness/efficiency. (abs.)

782. Guerney, Louise. Training and evaluation of students as consultants in an adult-child relationship enhancement program. *Professional Psychology,* 9(2):193–197, 1978.

Describes the methods employed in training masters' and doctoral-level students to acquire supervisory-consulting skills as part of a therapy practicum course. The nature of the therapy taught, filial therapy, is based on a model placing the therapist in the position of offering services to clients through the aegis of another—the parent(s). The training and evaluation procedures presented represent an integration of behavior, client-centered, and interpersonal theory and practice.

783. Green, David, and Arends, Richard I. *Pilot Milestone Report for Preparing Educational Training Consultants: Organizational Development (PETC-III).* Portland, Ore.: Northwest Regional Educational Laboratory, March 1976. (EDRS)

PETC-III is one of several instructional systems currently under development in the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. The PETC-III materials include training strategies and procedures plus participant instructional materials for use with a select group of educators in a workshop setting. PETC-III carries with it a change support process termed organizational development. This document presents the evaluation report for the pilot stage of the PETC-III system's development. This evaluation was conducted to facilitate judgments about the efficacy of materials, strategies, and the accompanying change support process that comprise the PETC-III instructional system. The first chapter describes the system's history and objectives. The second chapter describes the pilot-test workshop study, including methods of obtaining information, and presents the empirical evidence collected from the workshops. The next chapter describes the process of the expert external review conducted on the PETC series and presents a summary of the review critiques. This is followed by a description of the search for alternative training programs on the market and a comparative analysis of the search results. The final chapter contains a summary of the findings. Appendixes include the Improving Teaching Competencies Program's product development model, questionnaires used in the pilot-test workshops, and documents pertaining to the implementation and results of the external review and alternative search. (abs.)

784. Goodwin, Dwight L., and Coates, Thomas J. Increasing teacher effectiveness through social systems change: Training school psychologists as change agents. *California Journal of Educational Research,* 25(3):147–156, May 1974.

Recognizing that the behavior of teachers, parents, and paraprofessionals has a powerful effect on the learning of students, it was hypothesized that teachers would be more effective in improving the learning of students, if other members of the adult social system were applying procedures similar to those they used in the classroom. A social-systems approach, which recognized that the behavior of teachers is likely to be acquired, maintained, or eliminated as a function of the contingencies operating in that social system, was preliminarily field tested. A larger product growing out of the findings sought to provide validation for the provision of consultation to teachers, paraprofessionals, parents, and administrative staff as well as rehearsal of interactions that would reinforce, support, and give feedback to other participating adults. Seventy preservice graduate students of school psychology each consulted with one classroom teacher, developing and implementing a strategy for a target pupil. Results, measured in terms of consultant, teacher, and pupil-change variables, support the hypothesis.

785. Hansen, Gary B., and Bentley, Marion T. *Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.* Logan, Utah: Manpower Development Service, Utah State University, May 1976. (EDRS)

This first volume of a two-volume final report contains description and findings of a 3-year research and demonstration project in which a small human resource diagnostic and consulting service was established at a State land-grant institution

(Utah State University) to provide a broadly based technical assistance program directed toward improving personnel systems, training approaches, and other manpower management practices of private firms and public agencies within the State and region. Chapter 1 is an overview and executive summary of the program designed to help employers and their workers improve organizational productivity, the use of human resources, and the quality of working life. Chapter 2 contains a brief project history, a summary statement of objectives originally set out for the project, and a description of project activities. The project findings are presented in chapters 3 and 4. Information obtained about several other employer service programs are presented in chapter 5 along with a brief summary of the related findings from the upgrading demonstration projects. Drawing upon the findings and conclusions contained in the preceding three chapters, chapter 6 outlines a proposed model for delivering manpower advisory services to the employed workforce, explains how the proposed model might fit in as a component of national manpower policy, and makes suggestions for future directions. (Vol. II, bound separately, contains the technical appendixes to which reference is made in vol. I.) (abs.)

786. Harris, Jasper W.; Lorenz, Sally G.; and Reith, Herbert J. *A Program for Training Special Education Consultants in Remediating Academic and Social Behaviors of Handicapped Children. Final Report.* Lawrence, Kans.: Department of Human Development, Kansas University, 1975. (EDRS)

Presented is the final report of a 4-year project to develop and evaluate a prototype program for training special education consultants who are qualified to assist school personnel and parents in remediating academic and social behaviors of handicapped children in the Kansas City (Mo.) area. An overview and introduction are provided in the first two sections which cover background, objectives, and elements of the training program. Section III on the development of the program offers information on the masters and doctoral degree components, skills areas, the financial plan, and vitae of program staff. Major activities and accomplishments for each year are noted in section IV to include selection of masters and doctoral trainees, evaluation of the program, and seminars for both part-time and full-time students. Reviewed in section V on the training program are the development of the consulting teacher's role description, the course sequence for the 4-year program, the types of workshops offered, information on the Learning Activity Package, procedures for individualized programing, and other activities (international, national, State, and local presentations). Validation of the training component is the focus of section VI which provides 12 case studies illustrating a variety of problems referred for remediation and the various remediation approaches. A final section on the summary, conclusions, and recommendations offers a brief discussion of the project's success. Approximately half of the document consists of appendixes which include sample student-teacher referral contact forms, a copy of the Diagnostic Educational Test Battery, the classroom management suggestions packet for inservicing, regulations and requirements for doctoral students, enrollment information and schedules for master-level students, and a thesis guide for the consulting teacher training program. (abs.)

787. Harvey, Elinor B.; Gazay, Louis; and Samuels, Bennett. Utilization of a psychiatric-social work team in an Alaskan native secondary boarding school. *Journal of the American Academy of Child Psychiatry,* 15(3):558–574, Summer 1976.

A review of 5 years of psychiatric consultation and social work at an Alaskan secondary boarding school for Eskimo, Aleutian, and Indian students (N = 384) reveals that, although the majority of the students came from small homogeneous villages, the majority of "troublesome" students came from larger heterogeneous communities. These students tended to act out while drinking, inhibiting their own and others' educational goals. Students from small villages had problems of equal intensity but were more apt to exhibit the quieter, more readily recognizable signs of anxiety and depression. In the earlier years of the mental health program or prior to its existence, the students from this group accounted for a number of suicide attempts, now rare occurrences. It is postulated that the students from the larger heterogeneous communities had a diminished sense of identity because of the family move from the small village to larger, mixed communities where the existing population appeared to be well established. Since these "well-settled" neighbors frequently demonstrated their difficulties in cultural adaptation by alcoholism and semidelinquent behavior, many newly arrived adolescents identified with the aggressive quality of the behavior. The mental health program is predicated on strengthening identity of students and staff, since staff tend to be models of identification for the students. Results of the team effort included a marked decrease of the dropout, expulsion, and suicide-attempt rates.

788. Hescheles, David, and Kavanagh, Thomas. Technical eclecticism and open-case consultation: A psychotherapeutic training model. *Psychological Reports,* 39(3, pt. 2):1043–1046, December 1976.

Describes a Doctor of Psychology program designed to offer pragmatic training for professional practice. In a course "On Technical Eclecticism," valid therapeutic techniques were applied to the problems of a couple by 12 trainees and a supervisor in an open-case consultation model. The couple presented with multiple family problems, the most obvious of which was the husband's debilitating neurological disease (myasthenia gravis), accompanied by bouts of depression. The wife was a full-time professional who felt that her husband's disease overburdened her, was guilty over her resentment toward her husband, and was dissatisfied with the marriage, even before the discovery of the disease. Clients and the student trainees evaluated the couple's 8-week therapy program, and both groups generally perceived the treatment program as beneficial and felt that they profited from it. More experienced students differed about the therapeutic effects of the technique as opposed to one-way mirror sessions; they felt, however, that open-case consultation was effective for this particular family and that it was a superior training technique.

789. Hoffman, F. James. Use of the Adlerian model in secondary school counseling and consulting. *Individual Psychologist,* 12(2):27–32, 1975.

Assesses the efficacy of a program of Adlerian counseling and teacher workshop consulting in reducing attention-getting behavior in secondary school students.

790. Hollister, William G. The faculty-fellow consultation firm: An integrative learning experience. *Administration in Mental Health,* 4(1):49–53, 1976.

Advanced fellows in administrative mental health met weekly with interdisciplinary faculty members to review, critique, and choose work sites or program development project requests. Overall, trainees' responses to the program have been positive, and it is concluded that reality-based training has been found more valuable than didactic programs.

791. Hughson, Bernard, and Lyons, Robert. Patient response to psychiatric consultation in a general hospital. *Australian and New Zealand Journal of Psychiatry,* 7(4):279–282, December 1973.

Evaluated 57 inpatients referred for psychiatric consultation (mean age = 38.4 years) before and after the consultation to determine their responses to this event. A majority saw the consultation as helpful and/or relevant. The presence of anxiety or depression in the patients was associated with a positive response. Patients without a disturbance of mood responded negatively, obtained no direct benefit from the consultation, and were likely to have had a diagnosis of psychogenic regional pain, alcoholism, or drug dependence.

792. Keeley, Stuart M., Shemberg, Kenneth M., and Ferber, Harold. The training and use of undergraduates as behavior analysts in the consultative process. *Professional Psychology,* 4(1):59–63, February 1973.

Describes a newly instituted, behaviorally oriented training program for subprofessionals. Within this program, based on the community mental health philosophy, undergraduates have been trained in precise behavioral observation and in the role of consulting with agents of change in the community, primarily parents and teachers. A 20-week Behavior Analyst training course was developed in the department of psychology for which undergraduates received academic credit. Participants were selected on the basis of grades and interviews. It is concluded that undergraduates functioning as behavior analysts in mental health centers, State hospitals, and school systems represent a relevant approach to meeting the manpower crisis in the delivery of clinical services.

793. Kelman, Eugenia, and Wolff, Gladys. Data feedback and group problem-solving: An approach to organizational development in schools. *Psychology in the Schools,* 13(4):421–427, October 1976.

Two approaches to psychological consultation—data feedback and group discussion—were combined for school staff development and improved organizational functioning. Five members of the staffing team and 15 teachers volunteered to participate in the study; each was given a structured interview and three attitude and role-evaluation measures. Data were collected on numbers, types, and outcome of referrals to the staff team. Specific problems uncovered were discussed by the special services staff. As a result, the staffing team radically revised its procedures to use time of teachers and special services personnel more efficiently, to improve staffing team morale, and to provide better services to students. Viewing the problems as organizational or systematic, rather than personal or interpersonal in nature, contributed to the success of the project.

794. Kester, Donald L. "The State of the Art and Science of Educational Program Evaluation Services (K-14) in Los Angeles

County as Experienced by One Los Angeles County Consultant." Paper presented at the Annual Conference of the California Educational Research Association, San Francisco, Calif., November 1974. (EDRS)

The Division of Program Evaluation and Research of the Los Angeles County Superintendent's Office provides program evaluation consultation services to all local educational agencies (grades K-14) in Los Angeles County. The three program evaluation services that are described are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Direct Evaluator Assistance. (One section of the paper presents an introduction to the audit process through the use of a question-and-answer format.) The program evaluation services have recently been provided to more than 40 elementary, secondary, and community college agencies. In addition, the progress or results of evaluations of Early Childhood, Compensatory Education, Mentally Gifted Minors, Educationally Handicapped, Ransom Reading, Career Awareness, Community College Veterans' Recruitment, and Community College Children's Centers will be described. The assertion will be made that behavioral objectives as used in program evaluations are essentially research hypotheses and that data analysis and interpretations should recognize this through the employment of statistically derived confidence intervals. Another assertion that will be made is that three criteria should be used in judging program evaluation: (1) standards of behavioral science research; (2) utility; and (3) cost-benefit considerations. Finally, two program evaluation models will be compared to the one that has evolved in the County Office. (abs.)

795. Lambert, Nadine, M.; Sandoval, Jonathan; and Corder, Reginald. Teacher perceptions of school-based consultants. *Professional Psychology,* 6(2):204–216, May 1975.

Evaluated consultation services by determining how the consultant is perceived by those he serves. Fifty-three teachers completed the Psychologist's Activities Inventory and the Psychologist's General Model Inventory which evaluated their impressions of nine newly trained school psychologists working as school-based consultants. Findings indicate that the teachers saw the school psychologists in the general role of school-based consultant and as being different from other school psychologists. When asked to evaluate specific psychological services, the teachers reported that the psychologists were providing a variety of indirect services such as "helps teacher to find solutions to problems of classroom discipline." The teachers also indicated a desire for more of these indirect services in contrast to less psychological testing, a typical direct service. Results support the validity of the assumption that school-based consultation is perceived as an important and helpful function of school psychologists.

796. Leeman, Cavin P. A demonstration project in occupational mental health services: The job improvement service. *Psychiatric Quarterly,* 47(3):419–441, 1973.

Reports encouraging results of job-adjustment counseling to workers at the site of employment and consultation to management and union representatives. Four private and two government employers in Boston were involved in the program, and individual counseling was given to 373 employees. Fifty percent of all employees served showed substantial improvement with respect to their main problem, and another 25 percent showed limited improvement. In followup questionnaires and interviews, both employees and representatives of management and labor expressed generally favorable reactions to the project, and one company arranged to continue the program at company expense, although this had not been planned originally.

797. Levine, Murray, and Brocking, Mary. Mental health consultation with senior nursing students. *American Journal of Community Psychology,* 2(3):229–242, 1974.

A training experience in consultation was evaluated by means of ratings made by 81 senior nursing students assigned to public health nursing offices as part of their clinical training. Analyses of correlations suggest the qualified conclusion that a direct focus on feelings was related to better ratings for process items and outcome than an indirect focus.

798. Lindquist, Jack. "The Role of the External Linkage Agent in College and University Action Research." Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974. (EDRS)

The Strategies for Change and Knowledge Project is a concrete attempt to apply the Linkage model to eight colleges and universities. It is completing its third year of on-campus task force action to stimulate academic reform, of linking agent, survey feedback, workshop and consultant aid to those problem-solving efforts, and of external research regarding the innovation process as well as the intervention itself. This essay describes the strategies used to combine process consultation and linkage to external knowledge resources, and it evaluates those strategies in a preliminary, impressionistic fashion. (abs.)

799. Lynch, Ann Q., and Lombardi, Joseph S. An experientially based course on consultation. *Professional Psychology,* 7(3):323–330, August 1976.

Notes that the growing need for counselors to serve as mental health consultants in their schools and communities necessitates education in consultation. The present article describes objectives, curriculum, methodology, and evaluation of an experientially based course on mental health consultation. Students are encouraged to assume responsibility by developing the course, establishing consultative relationships, and evaluating their progress. Assessment of the course revealed that students valued personal learning about themselves as well as professional growth toward being consultants.

800. McNamara, J. Regis, and Diehe, Luther A. Behavioral consultation with a Head Start Program. *Journal of Community Psychology,* 2(4):352–357, 1974.

The effects of a behaviorally oriented psychological consultation program were evaluated by three methods in a system of 10 Head Start centers. The centers were divided into three groupings, each having the same program, but different conditions for goal setting, type of feedback received, and degree of structure for carrying out program assignments. Results showed that type of feedback received and the way program assignments were structured differentially affected program performance.

801. Milczarek, Gary T.; Mulcahy, Gene; Wilson, Bonard S.; Burr, Ann M; and Bryant, Bunyun. *Field Test and Outcome Milestone Report for Preparing Educational Training Consultants: Consulting (PETC-II).* Portland, Oregon: Northwest Regional Educational Laboratory, 1976. (EDRS)

Preparing Educational Training Consultants (PETC) is a series of three cumulative and sequential instructional systems currently being developed by the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL). This paper presents the results of an evaluation of the second instructional system in the PETC series, PETC-II: Consulting. This report includes four chapters. In the first, the PETC-II instructional system is described including its rationale, goals and objectives, training materials, procedures and target populations. The second chapter summarizes the field-test evaluation methodology. The evaluation rationale and methods of obtaining information are explained for the five independent evaluation activities conducted in the field-test and outcome milestone periods. The third chapter consists of a synthesis of the results of the five evaluation activities. Finally, the last chapter gives the conclusions of field-test and outcome milestone evaluations. Appendix A includes a detailed description of the methodology and results of the five field test evaluation activities. Appendix B presents the developmental history of PETC-II in conjunction with a description of the general stages of product development in the Improving Teaching Competencies Program. Appendix C lists cognitive and performance objectives for PETC-II and appendix D contains copies of evaluation instruments. A copy of the installation guidelines and registration material is provided in appendix E. (abs.)

802. Miran, Michael; Lehrer, Paul M.; Koehler, Robert; and Miran, Esta. What happens when deviant behavior begins to change? The relevance of a social systems approach for behavioral programs with adolescents. *Journal of Community Psychology,* 2(4):370–375, October 1974.

An experiment, in a community consultation program, with 14 unruly 8th–9th grade boys in a modern suburban school, using group and behavioral therapy. Six boys, referred for therapy but not treated, served as controls. Consultants worked with guidance and psychology services of the school and with the subjects themselves. External reinforcers in the form of "points" were given to subjects; however, pressure from the community to cut school costs forced the school to eliminate the rewards that points could buy. The combined group and behavioral treatment prevented academic deterioration by teacher's ratings. Also, during the external reinforcement, school suspensions in the experimental group decreased, while suspensions in the control group increased, so that the same total of suspensions per month took place. Results point to the need for primary prevention and systems-oriented consultation.

803. Mirkin, Phyllis, and Deno, Stanley. "Developing and Validating a Training Program for Special Education Resource Teachers (SERTS)." Paper presented at the 54th Annual International Convention, The Council for Exceptional Children, Chicago, April 4–9, 1976. (EDRS)

Reported on are the procedures used to analyze the content validity of a job or program function approach to training special education resource teachers (SERTS). A model for making program decisions is noted to include five data collection phases: problem selection (describing numerically the difference between the referred student's actual and desired behavior); program selection (selecting and testing a variety of alternative programs); program operationalization (determining whether the program is being implemented as planned); program improvement (holding on to program plans which succeed in bringing about meaningful changes while dropping unsuccessful plans); and program certification (evaluating the success of the program in achieving goals). It is noted that trainees are evaluated regularly to determine their mastery of specific actions and that individual program modifications are made based on such evaluations. The results of a survey to assess the perceived importance of program activities to 38 trainees are summarized. Included are tables on the model for data-based program modification and on the survey of SERTS trainees. (abs.)

804. Mitchell, Douglass E. *A Study of the Role Definitions of the Special Education Resource Specialist*. Riverside, Calif.: School of Education, California University, June 1976. (EDRS)

Described is a project designed to examine the role of the public school resource specialist in serving exceptional children in California. The first section examines the establishment of the resource specialist role by the California Master Plan for Special Education, provides an historical review of school responses to exceptional children and considers organizational factors affecting the resource specialist. A section on research methods describes the observational study of nine specialist teachers and the probability study of role perceptions in which data on demographic characteristics and work assignment information were gathered. Major findings are discussed in terms of descriptive findings (including a review of three approaches—clinical-therapeutic, categorical problem remediation, and normalization) and seven policy relevant findings (including differences in the perceptions of role groups concerning how specialist teachers divide their attention and time, and the conclusion that specialists with a normalization approach spend large amounts of time with work not directly related to the needs of exceptional students). Implications of the clinical-therapeutic and remedial-instructional approach are discussed, and 12 recommendations for training, policymaking, and research are listed. (abs.)

805. Mobley, Charles F. "Does Involvement of Mental Health Consultants with Teachers Change their Attitudes Towards Children with Emotional Problems?" January 1976. (EDRS)

The purpose of the practicum was to determine if a specifically designed inservice training program for teachers would change their attitudes toward children suffering from emotional instability. Two groups of teachers from two schools acted as experimental and control groups for the purpose of analysis. The experimental group was involved in an inservice program which used mental health consultants from local and State clinics. The results indicated that teachers' attitudes toward children with emotional problems were changed in specific areas. The results seemed to indicate that teachers have a better understanding of children with emotional problems after attending inservice programs conducted by mental health consultants. Also, it was found that corporal punishment was used less and behavior modification techniques were used more by those teachers in order to assist children in becoming more emotionally stable. Appendixes include letters pertaining to the practicum, agenda of the inservice meetings, and a mental health consulting survey form. (abs.)

806. Patterson, Wade N., and DeVille, Anthony P. "Team Building OD Interventions and Outcomes in a Public School." Paper presented at the 60th Annual Meeting of the American Educational Research Association, Washington, D.C., March 31–April 3, 1975. (EDRS)

This paper describes a study of an organization development intervention with an eight-person teaching-support-administrative team in a suburban elementary school. Data for the study were gathered through observation by two participant observers, through interviews with all eight direct participants in the team-building project, and through a sample of other staff members, parents, and students from the school. Interviews conducted 1 month after departure of the external consultant revealed that the team showed improvement in task orientation, communication, time utilization, conflict management, collaboration, openness, and personal and professional relationships. A second set of interviews conducted 11 months after the consultation ended found equivalent or improved results on 11 of the 15 outcomes noted in the first interviews. (abs.)

807. Quirk, Michael P.; Ellis, Richard G.; and Lipsitch, Ian I. A demographic evaluation of mental hygiene consultation service referrals: An exploratory study. *Military Medicine*, 142(3):220–221, March 1977.

Findings from a questionnaire study of all new U.S. Army Mental Hygiene Consultation Service (MHCS) enlisted referrals from an infantry division for a 2½-month period in 1975 indicate that the young, recently initiated serviceman is the most frequently encountered MHCS referral. Program modifications and plans are suggested.

808. Randolph, Daniel Lee, and Hardage, Nell G. Behavioral consultation and group counseling with potential dropouts. *Elementary School Guidance and Counseling*, 7(3):204–209, March 1973.

The findings of this study with respect to on-task behavior and grade point average provide support for the position that a counselor can serve effectively as a behavioral consultant to teachers. The classroom behavior management approach offered advantages over the client-centered group counseling behavior and grade point average. (abs.)

809. Ritter, David R. Effects of a school consultation program upon referral patterns of teachers. *Psychology in the Schools*, 15(2):239–242, 1978.

The effects of a school consultation program were reviewed through an analysis of referral patterns of teachers over a 7-year period. The provision of consultation services was found to result in a pattern of decreasing referrals over time, suggesting that the consultation process seemed to have the side benefit of helping teachers develop their own skills in coping with difficulties of students.

810. Rogeness, G.A.; Stokes, J.P.; Bednar, R.A.; and Gorma, B.L. School intervention program to increase behaviors and attitudes that promote learning. *Journal of Community Psychology*, 5(3):246–256, 1977.

Describes a 2-year intervention program working with the school as a social unit so that behaviors and attitudes that promote learning could be consistently reinforced. Positive changes in anxiety, impulse control, and behavior problems among students were reported in the first but not second year. Possible reasons for the failure of the program in the second year and a review of the program by school personnel are reported.

811. Ross, Harvey L. "Designing a Demonstration Project to Facilitate the Utilization of Its Results." Los Angeles: Human Interaction Research Institute, November 1974. (EDRS)

This study reports an attempt to provide research consultation to the staff of an operating manpower project in order to help them initiate and carry out utilization-related activities and, as a by product of the consultation effort, to add to knowledge about research utilization and suggest ways of helping funding agencies improve their capability to promote the use of promising project findings. Section I of this report is an introduction to the study. Sections II–IV present the findings, conclusions, and recommendations that developed from the analysis of information about the experience. Section V presents an account of the relationship between the consultants and the project, Transitional Experimental Employment Model (TEEM). Half the document is appendixes containing correspondence and supplementary information on the consultant-project relationship. (abs.)

812. Ruckhaber, Charles J. Four-year study of a psychological consultation process. *Psychology in the Schools,* 12(1):64–70, January 1975.

Describes the development of a psychological consultation procedure for studying children in the Livonia public schools. The process had three steps: (a) teachers' concerns and background data about the student, (b) analysis of the nature of the problem, and (c) techniques for problem resolution. An evaluation of the consultation program indicates that 86 percent of the students were helped.

813. Runquist, Merrill P. "Mental Health Consultation to Day Care: Planning, Implementing, and Evaluating." Paper presented at the Annual Convention of the American Association of Psychiatric Services for Children, San Francisco, November 10–14, 1976. (EDRS)

This paper describes a mental health consultation program for daycare centers serving children under 6 years. The goals of the program are discussed together with a description of the role of the daycare consultant. The steps by which the program was implemented are described in detail. The impact of the program was measured on several variables by comparing centers receiving consultation with those who did not. Measurements were taken (pre-and post-consultation) on the children's behavior and the expressed attitudes of the teachers. Post only measures were collected from the parents and from teachers as to their satisfaction with different aspects of the consultation process. It is concluded that mental health consultation to daycare can be an effective way of furthering the prevention of behavioral disturbance in young children, although the effects are difficult to demonstrate empirically. Specific suggestions are given in three areas for professionals interested in beginning a consultation program to daycare. (abs.)

814. Schmuck, Richard A., and others. Consultation for Innovative Schools: OD (Organization Development) Multiunit Structure.

Eugene, Ore.: Center for Educational Policy and Management, Oregon University, 1975. (EDRS).

This book describes two different strategies of organization development consultation and analyzes their application in six elementary schools that were attempting to adopt differentiated staffing and multiunit structure. In two schools, the entire staff received a week of organization development consultation before attempting any structural change. In the other four schools, only a selected group of staff members received the initial consultation; they were expected to help their fellow staff members, with periodic assistance from outside consultants. Comparative data were also collected from two control schools that were trying to adopt multiunit structure but received no training or consultation. In their analysis, the authors combine a quantitative cross-site comparison with detailed case studies of each of the six test schools. Data on staff interaction, decisionmaking, job satisfaction, and various indicators of multiunit structure were collected through direct observation during the first year of the study and through staff interviews and questionnaires administered before the initial consultation, at the end of the first year under the new program, and at the end of the second year. (abs.)

815. Schuffel, W. Psychosomatic medicine: III. Patients of the psychosomatic consultant. *Psychotherapy and Psychosomatics*, 22(2–6):192–195, 1973.

Two hundred and two patients from four medical wards of a teaching hospital were seen by two psychosomatic consultants over a period of 12 months. The three main activities performed by the consultants were: (a) giving advice in diagnosis and therapy concerning psychological factors; (b) using interaction-centered intervention techniques in patients with affective disturbances; and (c) conducting therapy sessions or supervising other members of the operational group. Results of the diagnoses performed by the consultants show that 42 patients had functional disorders, 41 had malignoma, and 119 had various diseases covering the whole range of internal medicine. It is concluded that both patient- and group-centered psychosomatic services are required.

816. Silverman, W.H. Some factors related to consultee satisfaction with consultation. *American Journal of Community Psychology*, 2(3):303–310, 1974.

A 2-year consultation program with grade school teachers was evaluated in terms of teacher acceptance. Teachers indicated they used consultation for insight, sharing, and support, and for the provision of expertise and objectivity. The most important factor related to satisfaction was the working relationship, i.e., liking the consultant and liking to work with him.

817. Simonds, John F. School mental health case consultation: Program description and follow-up study. *Journal of School Health*, 43(9):557–561, November 1973.

A school mental health case-consultation program which depended on daily contact between guidance counselors and teachers and special service personnel is evaluated. Subjects were 27 students from elementary schools, 12 from junior high schools, and 1 from senior high school. Results of the followup study (i.e., questionnaires filled in by teachers) showed 63.9 percent to have moderate to marked improvement. Nondistractible students improved with greater frequency than distractible students. (abs.)

818. Stephenson, P. Susan. Judging the effectiveness of a consultation program to a community agency. *Community Mental Health Journal*, 9(3):253–259, Fall 1973.

Describes an attempt to document the effectiveness of a mental health consultation program in a child and family welfare agency serving a lower class population. A review of the relevant literature indicates pessimism about the objective documentation of success, yet stresses the need to strive to do this in a climate of less available funds and more demands for accountability. Statistics from 1968 are compared with those of 1971. Although subjectively this program has been a success and is described positively by agency workers, its objective value is harder to document.

819. Stratford, R.J., and Ward, J. Preparing E.P.'s for an advisory role: An account of a post experience teacher training course organized by trainer E.P.'s. *AEP (Association of Educational Psychologists) Journal*, 3(8):19–23, Winter 1975.

As part of their training to serve as advisors to schools, a group of trainee educational psychologists were asked to construct a course dealing with general topics in educational psychology which would appeal to a wide range of teachers. Evaluation of the program indicated that realistic practice in communication is possible through this medium. It is noted that future work must involve parents, social workers, and others in significant primary contact with children.

820. Suinn, Richard M. "The Effectiveness of Paraprofessional Students as Behavior Consultants to Teachers. Final Report." Ft. Collins, Colo.: Department of Psychology, Colorado State University, March 1973. (EDRS)

The primary objective was to determine whether untrained undergraduate students could become effective as behavior modification consultants to teachers. Students from different undergraduate majors were given 10 weeks of guided experiences in interviewing and program designing. This was followed by field experiences involving actual consultation with Headstart, preschool, or hearing and speech clinic cases. Students interviewed referral teachers for 1 hour, designed behavioral programs tailormade for the referral cases, then reconvened with the teachers to instruct them on the implementation of the programs. All programs were designed to be implemented by the teachers themselves with their own resources. Followup data indicated that such programs were successful in effecting the desired changes in the target children's behaviors. Project data include an outline for training paraprofessional students and data on selection measures. (An 11-item bibliography is included.) (abs.)

821. Wade, David O., and Knight, Martha F. "Applying Behavioral and Political Principles in Developing Mainstream Special Education Programs." Paper presented at the 2nd Annual Convention of the Midwestern Association of Behavior Analysis, Chicago, May 1, 1976. (EDRS)

An analysis of variables affecting the success of mainstreaming programs in 27 school districts in Vermont—five were unsuccessful in that consulting teacher services were not maintained for more than 2 years and 22 were successful in that consulting teacher services were maintained for more than 2 years—was undertaken. Results indicated that initial success and acceptance of the consulting teacher mainstreaming model were achieved through gaining administrative and institutional political support and that districts involved in planned district development consistently gained the administrative and institutional support. Among proposals offered were that instructional units dealing with local school-community political systems and related behavior analysis be incorporated into consulting teachers' training programs, that a data retrieval system be developed that will measure levels of administrative and institutional support, and that the relationship of this support to the service effectiveness be further analyzed. (abs.)

822. Walsh, Joseph A. Converting clinicians to consultants: An in-service training seminar. *Journal of Community Psychology*, 1(3):292–294, July 1973.

Describes the effectiveness of a 10-week goal-focused training program in increasing the interest and motivation of 13 clinicians who wished to become community health consultants. It was found that holding a seminar on consultation parallels the experience of what happens when one consults.

823. Waters, Linda G. School psychologists as perceived by school personnel: Support for a consultant model. *Journal of School Psychology*, 11(1):40–46, March 1973.

Questionnaires distributed by 12 school psychologists to school personnel with whom they had been consulting for 6 months were completed and returned by 73 teachers, counselors, and principals. Responses indicated the frequencies with which the school psychologists engaged in consulting and child study activities, the school personnel's evaluations of nine different school psychologist skills, and the preferences of the respondents for the different school psychologist functions in their schools. Data show that (a) school psychologists were doing more consulting than evaluating of individual children; (b) school personnel tended to perceive their psychologists as cooperative, knowledgeable, and skillful, though relatively inefficient and undependable; and (c) school personnel preferred consulting to psychometric activities. It is concluded that the consultant model was shown to be operative and that it was more highly valued than the psychometric model by the consumers of psychological services.

824. Weber, Carlo A. Evaluating a multiphasic consultation program in a large urban setting. *Exchange*, 2(5):29–39, 1974.

Describes the reporting system and methodologies used in evaluating the mental health consultation services of the Los Angeles County Department of Health Services. Data for the study were derived from 711 consultees being served by 58 consultants providing services to schools, county welfare units, child and community service agencies, health agencies, and units of the court and justice system. The data reveal a consistent pattern of consultee enthusiasm for and recognition of the worth of mental health consultation.

825. Wright, Logan. Indirect treatment of children through principle-oriented parent consultation. *Journal of Consulting and Clinical Psychology,* 44(1):148, February 1976.

Attempted to obtain quantifiable outcome data for a principle-oriented consultation technique used to alter parents' attitudes and children's behaviors. Data from 22 mothers who had participated in three separate consultation groups and 22 matched controls indicate the consultation technique is an economical and valid method of changing mothers' knowledge of their parental skills and their children's level of adaptation.

826. Yandell, Wilson; Lambert, Nadine M.; and L'Aventure, Constance, et al. *School Psychologists and Teachers as Change Agents: The Role of Mental Health Consultation in Facilitating Professional Development.* 1974. (EDRS)

The authors have been involved in the development of training programs for school psychologists and teachers. A major objective of these efforts is to capitalize on interdisciplinary collaboration to equip future educational workers to understand the needs of children and the process of education as one of dynamic change. This paper describes the training programs for school psychologists and prospective social studies teachers at the University of California, Berkeley. The school psychologist trainees worked with the student teachers in providing mental health consultation. Results indicate that the optimum time for consultation intervention for beginning teachers is during their earliest exposure to the classroom experience. For school psychologists, the period is earlier, often during their second year of training. (abs.)

827. York, Jonathan; Fergus, Esther; and Calsyn, Robert. The implications of staff attitudes for a nursing home mental health training program. *Gerontologist,* 15(5):90, 1975.

Reviews the results of a 47-item staff attitude questionnaire developed in an evaluation of a comprehensive nursing home consultation and training effort by a mental health center. The questionnaire was administered to 276 staff members in five nursing homes and used in an effort to direct the planning of a mental health training program.

See also: 8, 18, 70, 75, 115, 336, 416, 417, 422, 425, 426, 449, 585, 610, 617, 619, 620, 623, 668, 674, 676.

SURVEYS

Books

828. Gingras, Pauline M. *Impact of Clergy on the Mental Health System in the State of Maine.* Augusta, Me.: Department of Mental Health, 1974.

This report, based on responses received in 1974 from the clergy in Maine, contains data on the number of clergy providing direct services related to mental health problems of congregants and others in the community, the kinds of mental health services provided, where clergy refer their clients for mental health services and the estimated number of such clients, and whether the clergy would like to increase their capability to provide mental health services directly.

829. Gingras, Pauline M. *Impact of Physicians on the Mental Health System in the State of Maine.* Augusta, Me.: Department of Mental Health, 1974.

This report, based on responses received in 1974 of physicians in the State of Maine, contains data on the number of physicians providing direct services related to the mental health problems of their patients, the kinds of mental health services provided, where physicians refer their patients for mental health services, and whether these physicians would like to increase their capability to provide such services directly.

Dissertations

830. Butler, Veronica D. "Consumer Assessment of Need Priorities in Vocational Rehabilitation and Public Welfare Agencies for Research Utilization." Unpublished doctoral dissertation. University of Wisconsin, 1973.

The purpose of this study was the identification and assessment of public welfare and vocational rehabilitation needs in Social and Rehabilitation Service Federal Region V (a) as perceived by personnel of these agencies and (b) as relevant to research utilization consultation.

831. Mischley, Michael J. "Teacher Preference for Consultation Methods and Its Relation to Selected Background, Personality, and Organizational Variables." Unpublished doctoral dissertation. University of Texas at Austin, 1973.

Concluded that teachers do differ in their expressed preferences for various methods of mental health case consultation.

This variation is significantly correlated through a process of generalization from the potential consultee's previous interpersonal and task experiences to a network of background, personality, and organizational variables.

832. Namminga, Sam Edward. "Faculty Consulting." Unpublished doctoral dissertation. Indiana University, 1974.

The problem was to ascertain the consulting policies of selected State universities in the 50 States and the viewpoints of faculty members toward consulting in relation to their other responsibilities at three of the 50 State universities. Among the conclusions of the study was that the policies on outside employment and/or consulting at State universities vary greatly with respect to specificity and precision.

833. Nutt, Roberta L. "A Study of Consultation Services Provided by Counseling Psychologists." Unpublished doctoral dissertation. University of Maryland, 1977.

Surveyed a sample of 300 members of the Division of Counseling Psychology of the American Psychological Association concerning their consultation attitudes, training, and activities. Highlights of descriptive findings indicated that nearly half of the respondents spent less than 10 percent of their time in consultation and 60 percent had had no graduate school course in consultation. Those psychologists employed by nonacademic agencies did more consultation than those employed by colleges or universities.

834. O'Bryant, Marlene L. "Using In-House Consultants as Pre-referral Screeners of Requests for Psychological Examinations to Determine Placement in Self-Contained Classes for the Educable Mentally Retarded." Unpublished doctoral dissertation. University of South Carolina, 1976.

Investigated the rate of accuracy for referral for psychological examinations to determine eligibility for placement in self-contained classes for the Educable Mentally Retarded when made directly by regular classroom teachers or through inhouse consultants who function as prereferral screeners.

835. Ronstadt, Margaret Irene. "Effects of Teacher Characteristics and Psychological Services Model on Teacher Referral Behavior." Unpublished doctoral dissertion. University of Arizona, 1975.

Examines teacher referral behavior with respect to two types of services (consultation and testing or therapy) in 202 elementary school teachers from five school districts.

836. Shafe, Marie Cross. "Nature and Schools Extent to Which Classroom Teachers Desire Counselor-Facilitated Consultative Services." Unpublished doctoral dissertation. Indiana University, 1976.

The primary purpose was to determine whether classroom teachers desire counselor-facilitated consultative services and, if so, what services are desired and to what extent. Findings indicate that teachers in four out of the five States sampled desired consultative services. The three concerns ranked most important were: (1) updating approaches for dealing with difficult to teach students; (2) techniques for diagnosing behavior problems; and (3) techniques for effective behavior management.

837. Skurow, Natalie R. "The Liaison Educator in Psychiatric Outpatient Clinics for Children Affiliated with University Training Programs for Child Psychiatrists." Unpublished doctoral dissertation. University of Cincinnati, 1973.

Surveyed 74 of 115 directors of psychiatric outpatient clinics for children throughout the United States to examine current clinic procedures and practices relating to collaborative work between mental health professionals on clinic staffs and school personnel. A model describing the role of a liaison educator, to be implemented with clinic staff, was developed and proposed to facilitate collaborative practices.

838. Sparks, Joe Edwards. "A Descriptive Analysis of the Use of External Management Consultants within Selected Institutions of Higher Education in Alabama." Unpublished doctoral dissertation. University of Alabama, 1976.

Data were collected from 23 institutions of higher education in Alabama on selection, cost, scope, recommendations, and evaluative criteria involved in the use of external management consultants.

Articles and Periodicals

839. Awad, George A., and Poznanski, Elva O. Psychiatric consultation in a pediatric hospital. *American Journal of Psychiatry*, 132(9):915–918, September 1975.

Conducted a study of 30 hospitalized 5-12-year-olds who were referred for psychiatric consultation and 60 hospitalized 5-12-year-olds who were not. The medical charts of subjects were studied, and a questionnaire including a checklist of behavioral symptoms was administered to their parents. More psychopathology was found in subjects referred for consultation, but about 20 percent of subjects not referred also showed a high degree of psychopathology. Factors found to be associated with referral for psychiatric consultation were older age, longer hospital stay, many previous hospitalizations, and ambiguous diagnoses.

840. Becker, Theodore M., and Stern, Robert N. Professionalism, professionalization, and bias in the commercial human relations consulting operation: A survey analysis. *The Journal of Business,* 46(2):230–257, 1973.

Presents data from a survey conducted to determine policies and practices of consulting firms that deal with human factor problems.

841. Borus, Jonathan F. Neighborhood health centers as providers of primary mental health care. *New England Journal of Medicine,* 295(3):140–145, 1976.

Nineteen Boston neighborhood health centers with mental health programs were studied to investigate the delivery of mental health services. Staff time utilization data show these programs focus on the provision of primary mental health services to neighborhood residents and indirect consultative services to general health staff to coordinate care.

842. Brook, Peter. The post-graduate education and training of consultant psychiatrists. *British Journal of Psychiatry,* 124:109–124, February 1974.

Obtained data on the training experiences of 125 recently appointed psychiatric consultants by postal questionnaire and compared the results with previous surveys. Major deficiencies in certain areas of training were identified, notably psychogeriatrics, medico-legal work, ward consultation, dealing with psychiatric emergencies, and in the specialties of mental handicap, child psychiatry, and forensic psychiatry.

843. Brook, Peter. Psychiatrists: Background, career and career alternatives of a group of recently appointed consultants. *British Journal of Psychiatry,* 125:1–9, July 1974.

Reports findings from one of a series of mail surveys on the training history and current status of 125 consultant psychiatrists appointed during 1969–1972. Data reveal that (a) differences in background and career existed, depending on the type of hospital in which the consultants had received their psychiatric training; and (b) switching from general psychiatry to one of the psychiatric specialties to achieve consultant status was far less popular an alternative than that of emigrating permanently.

844. Brook, Peter. Academic psychiatrists. *British Journal of Psychiatry*, 127:499–505, November 1975.

Results of a comparative study of the training experiences of 35 academic psychiatrists and National Health Service (British) consultant psychiatrists show that the former group reported less satisfactory training in various important areas (e.g., psychogeriatrics). They also differed from consultants in their fathers' socioeconomic status and educational backgrounds.

845. Cook, Valerie J., and Patterson, James G. Psychologists in the schools of Nebraska: Professional functions. *Psychology in the Schools*, 14(3):371–376, July 1977.

A survey of practicing school psychologists in Nebraska was conducted to gather facts and opinions. Results indicate consultation was considered the most important function in both the hypothetical ideal situation and on the job, though a significantly greater amount of time was reported spent in assessment. (abs.)

846. Dimma, William A. Management consultants through clients' eyes. *Optimum*, 8(3):37–49, 1977.

Presents the results of letters written to the chief executive officers of the 250 largest profit-making institutions in Canada asking for feedback concerning their experiences with consultants in seven major areas.

847. Forman, Marc A., and Hetznecker, William. Community child-psychiatry in the United States: The past decade. *Developmental Medicine and Child Neurology* (London), 18(1):78–84, 1976.

Presents a survey of the progress, problems, and prospects of community child psychiatry. Special attention is given to the key issues of service, consultation, paraprofessional work, and training.

848. Froese, Arthur P. Pediatric referrals to psychiatry: II. Factors relating to delays in referral. *International Journal of Psychiatry in Medicine*, 7(3):249–254, 1976–1977.

Examined delays in requesting psychiatric consultation in relation to 220 referrals from a medical ward in a pediatric hospital to determine why children referred for psychiatric evaluation remained in hospital longer than the nonreferred. Request delays did not correlate with age, sex, or length of hospitalization but were likely to be shorter for acutely ill patients and those whose admission diagnosis evidenced the pediatrician's awareness of the possibility of significant emotional factors. The responsibility may be on the psychiatrist to increase the medical staff's awareness of the possibility that emotional factors often contribute to their patient's ills. This increased awareness may result in prompt referrals to psychiatry and shorter, less costly, hospitalization.

849. Goh, David S. Graduate training in school psychology. *Journal of School Psychology*, 15(3):207–218, Fall 1977.

A survey conducted in spring of 1975 indicated a rapid growth of graduate education programs in school psychology in the past 10 years. Overall, the programs placed strongest emphases on assessment, consultation, and other active intervention techniques in their training content. (abs.)

850. Greden, John F.; Guyden, Thomas E.; and Miller, Robert. Doctors and race relations: A consultation quandary. In: *Scientific Proceedings in Summary Form: 128th Annual Meeting of the American Psychological Association*. Washington, D.C.: A.P.A., 1975.

Paper presented at the 128th Annual Meeting of the APA reports results of a survey on race attitudes of newly arriving interns and residents in major clinical specialties at the Walter Reed Army Medical Center and of eight third-year psychiatry residents requested to act as consultants in solving a series of racial conflicts and demonstrations that had occurred at the center.

851. Haughey, M.; Holdaway, E.A.; and Small, J.M. Consultative practices of elementary school teachers: Some research findings. *Alberta Journal of Educational Research*, 23(1):85–96, March 1977.

The consultative needs and practices of 80 elementary school teachers in three Alberta schools were surveyed. Assistance was most commonly desired in tasks related to special needs of students, selecting instructional materials, operating audiovisual equipment, and developing course outlines. (abs.)

852. Hertz, Dan G. Problems and challenges of consultation psychiatry in gynecology and obstetrics. *Psychotherapy and Psychosomatics*, 23(1–6):67–76, 1974.

Reviews clinical experiences of liaison psychiatry and emphasizes specific reactions in the consultee in a survey of 23 gynecologists and obstetricians in a general teaching hospital. Long-term cooperation between gynecologist and psychiatrist in the ward setting and in special integrated clinics is urged, and the concept of clinical duality—the function of the gynecologist in his alternating active and passive therapeutic roles—is stressed.

853. Hunter, R.C. Notes on five years of office consultations in psychiatry. *Canadian Psychiatric Association Journal*, 19(3):297–303, June 1974.

Gives statistical data on 169 patients referred for psychiatric consultation in the years 1968–1972. These data are compared with health clinic statistics for Ontario. Some factors involved in managing a consulting practice are considered.

854. Kapur, R.L. Mental health care in rural India: A study of existing patterns and their implications for future policy. *British Journal of Psychiatry*, 127:286–293, September 1975.

Conducted three studies to examine the patterns of mental health care in an Indian village. Study 1 examined the conceptual frameworks of the various traditional and modern healers. Study 2 was an attitude study inquiring about the type of healer favored for psychiatric consultation. Study 3 was a population survey in which every person with one or more symptoms was asked whether he or she had consulted anyone for relief of distress. Besides the modern doctors, there were three types of traditional healers: Vaids, who practiced an empirical system of indigenous medicine; Mantarwadis, who cured through astrology and charms; and Patris, who acted as mediums for spirits and demons. It was found that 59 percent of the residents with symptoms had consulted someone. The consultation was determined more by the severity of illness than by sociodemographic factors. Modern doctors were more popular, but most people consulted both traditional and modern healers without regard to the latter's contradictory conceptual framework. Literacy and other sociodemographic factors had no influence on the type of consultation. It is concluded that any scheme for introducing modern psychiatry into rural areas should make use of the locally popular healers, both traditional and modern.

855. Karasu, Toksoz; Plutchik, R.; Steinmuller, R.I.; Conte, H.; and Siegel, B. Patterns of psychiatric consultation in a general hospital. *Hospital and Community Psychiatry*, 28(4):291–294, April 1977.

Studied the rate of utilization of psychiatric consultation by various services at two general hospitals. Results show that the rehabilitation and plastic surgery services had the highest ratio of consultations to admissions. Depression was the most frequent reason cited in staff requests for psychiatric consultation.

856. Karasu, Toksoz B.; Plutchik, Robert; Conte, Hope; Siegel, Barbara; Steinmuller, Robert; and Rosenbaum, Milton. What do physicians want from a psychiatric consultation service? *Comprehensive Psychiatry*, 18(1):73–81, 1977.

Investigates the concept of psychiatric consultation from the point of view of 250 nonpsychiatric physicians in a large municipal hospital. Physicians were asked to evaluate the importance to their services of various aspects of psychiatric consultation.

857. Krakowski, Adam J. Consultation psychiatry, present global status: A survey. *Psychotherapy and Psychosomatics*, 23(1–6):78–85, 1974.

Argues that psychiatric consultation services are inadequate and their usefulness widely unrecognized. Such services are more numerous where there are satisfactory numbers of psychiatrists and where general hospitals have psychiatric services and psychosomatic orientation.

858. Marver, James D., and Patton, Carl Vernon. The correlates of consultation: American academics in "the real world." *Higher Education*, 5(3):319–35, August 1976.

More than one-third of American academics perform consulting services for fees. Desirability and effects of consulting are discussed by analyzing data from a sample survey to determine types of consulting and characteristics of consultants. Most are graduate teachers who have published more and are younger and higher in rank than their colleagues. (abs.)

859. Mazade, Noel A. Consultation and education practice and organization structure in ten community mental health centers. *Hospital and Community Psychiatry*, 25(10):673–675, 1974.

Examines the relationship between the organizational structure of 10 community mental health centers and the characteristics of consultation and education practice in the centers. Forty-five staff members involved in consultation and education rated the organizational flexibility of their centers and indicated the time they spent in each of eight types of activities.

860. Monnelly, Edward P.; Ianzito, Benjamin M.; and Stewart, Mark A. Psychiatric consultations in a children's hospital. *American Journal of Psychiatry*, 130(7):789–790, July 1973.

Analyzed psychiatric consultations of 79 2–15 year-old subjects done in a children's hospital over an 11-month period. Major reasons for referral included a symptom of unknown etiology (possibly psychosomatic), suspected depression, and behavior problems on the ward. Hysteria was the most common psychiatric disorder found on consultation; one-third of the girls had this diagnosis. The other most frequent diagnoses were hyperactive child syndrome, depression, and organic brain syndrome.

861. Moore, Ronald A.; Kammerer, William S.; McGlynn, Thomas J.; Trautlein, Joseph, J.; and Burnside, John W. Consultations in internal medicine: A training program resource. *Journal of Medical Education*, 52(4):323–7, April 1977.

At the Milton S. Hershey Medical Center of Penn State, an internal medicine consulting resident sees all medical consultation requests not directed to a specific subspecialty division. A survey indicates that consulting residents are exposed to a quantitatively and qualitatively different spectrum of medical problems than on ward service. (abs.)

862. Pyron, Tom. The consultant role as an organizational activity of student personnel workers. *Journal of College Student Personnel*, 15(4):265–270, July 1974.

This study surveyed and analyzed the degree to which student personnel workers in 200 colleges and universities have adopted a consultant role. The results suggest that this role is a viable one for student personnel but that it is currently at a low level of development. (abs.)

863. Shevitz, Stewart A.; Silverfarb, Peter M.; and Lipowski, Z.J. Psychiatric consultations in a general hospital: A report on 1,000 referrals. *Diseases of the Nervous System*, 37(5):295–200, 1976.

Reports the demographic and diagnostic characteristics of a large sample of medical and surgical inpatients referred for psychiatric consultation. Concludes that too few medical patients with psychiatric complications are referred and adequately treated.

864. Teeter, Ruth B.; Garetz, Floyd D.; Miller, Winston R.; and Heiland, William F. Psychiatric disturbances of aged patients in skilled nursing homes. *American Journal of Psychiatry*, 133(12):1430–1434, December 1976.

Conducted an intensive study which found that 85 percent of 74 patients (mean age 81.2 years) supported by Medicaid in two skilled nursing facilities had significant psychiatric disorders in addition to serious multiple medical illnesses. Almost two-thirds of the psychiatric disturbances had not been diagnosed.

Although staff were more concerned with the psychosocial than the physical aspects of patients' problems in more than half of the cases, they often had difficulty recognizing the legitimacy of psychological complaints and relating to patients with psychological disturbances. Staff were not clear about the orders for psychotropic medications that were prescribed for more than half of the patients. It is concluded that more psychiatric consultation is needed to ensure appropriate and effective care for psychiatric patients in such facilities. In addition to the need for more psychiatrists to become involved with nursing facilities, there is a need for greater emphasis on geriatric psychiatry in health science professional schools.

865. Tichy, Noel M., and Nisberg, Jay N. Change agent bias: What they view determines what they do. *Group and Organization Studies,* 1(3):286–301, September 1976.

Seventy-five organization development consultants attending a conference were presented with the same case study and asked to list the 10 most important diagnostic questions they would want answered before accepting the contract. Results show that most agreements in diagnostic questions were in the categories of formal structure, change problem area, change agent relationship, and leadership. In the discussion, diagnostic questions were viewed as a function of the change agent's organizational model and as predictive of the kind of interventions consultants would plan. Scenarios based on the type of consultation offered are described, and the consultant's personal style is discussed in terms of Jung's personality categories.

866. Todd, Thomas W.; Rossiaky, Pamela B.; and Ballou, Brynn. Survey of need for a new professional: The clinic liaison educator. *Health Services Reports,* 89(3):230–235, May 1974.

Presents data from a survey of the directors of 32 mental retardation and 32 psychiatric clinics regarding the need for an educator to work in clinics and provide liaison with schools.

867. Wendland, Leonard V., and Wendland, Carroll Jean. "State Vocational Agency Practices in the Purchase of Psychological Services." Pittsburgh, Pa.: Research and Training Center in Vocational Rehabilitation, Pittsburgh University, 1974. (EDRS)

This article reports the results of a national survey on the practices of State vocational rehabilitation agencies with regard to purchase and utilization of psychological consultation services from private psychologists. A letter was sent to each of the 50 State vocational rehabilitation agencies, requesting information on nine points. Forty-four States responded. While it is common procedure for State agencies to purchase private psychological services, the criteria governing service contracts, standards, and fees vary considerably. The survey data revealed that State agencies vary with regard to standards and methods of selection, qualification, and performance of psychologists. Information regarding the numbers of clients and psychologists involved and the total amount of monies spent for psychological consultant services was obtained from approximately one-third of the responding States and was found to vary widely from State to State. It is likely that some of the influencing factors accounting for the large discrepancies are the size of the State agency, the rehabilitation case loads, availability of public and private psychologists, and interagency cooperativeness. (abs.)

868. Yudin, Lee W.; Diamond, Herbert; and Tucker, Karen. Status of patients in an inner city nursing home: Implications for psychiatric consultation. *Journal of the American Geriatrics Society*, 21(1):425–428, September 1973.

Conducted psychiatric interviews with the 72 elderly residents (89 percent female) of an inner-city nursing home to ascertain the status of psychiatric consultation and rehabilitative programs. Results of a post-interview rating scale completed by the interviewer indicate that most of the subjects had psychoses associated with organic brain syndromes or senile dementia. The nursing home was as well run as most such institutions, but the recordkeeping was so poor that formal evaluation of the patients was almost impossible. It was clear, however, that there was a great need for continuing psychiatric consultation and the development of appropriate remedial programs that reach beyond custodial care.

See also: 450, 452, 487, 494, 504, 523, 690.

REVIEWS

Books

869. Mannino, Fortune V.; MacLennan, Beryce W.; and Shore, Milton F. *The Practice of Mental Health Consultation*. New York: Gardner Press, 1975. (Also published by Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975.)

Presents nine papers which examine the use of mental health consultation in the community, experiences in training mental health consultants, definitions of various consultation fields from the view of the community mental health center, and various ongoing consultation programs in the United States. A reference guide to the consultation literature with 1,136 items is also included.

Articles and Periodicals

870. Carter, Bryan D., and Cazares, Phyllis R. Consultation in community mental health: A review of the literature 1972–1976. *Community Mental Health Review*, 1(5):1, 5–13, 1976.

Presents a selective overview of the professional literature dealing with the role of consultation in community mental health from 1972 through 1976. Mental health and systems consultation rather than the more restricted area of clinical consultation are emphasized. Topics reviewed include models of consultation, training, consultation in various settings, and research on the consultation process and effectiveness.

871. Cavanaugh, James L., and Flood, Jean. Psychiatric consultation services in the large general hospital: A review and a new report. *International Journal of Psychiatry in Medicine*, 7(3):193–207, 1976–1977.

Reviews studies which document increased interest in psychiatric consultation services in the general hospital and examines disparities between the need for and the availability/utilization of consultation services. The emergence of the eclectically trained psychiatrist as the most acceptable consultant in the general hospital is discussed. An exploratory attitudinal questionnaire, developed and circulated to a sample of attending physicians in a midwestern university teaching hospital, yielded the following data: 39 percent of the 244 physicians who received the questionnaire responded; 99 percent of the respondents agreed that readily available psychiatric consultation services should be fully operative in all large general hospitals; 88 percent agreed that psychiatric consultations in the general hospital must be performed by a physician with special training in psychological medicine; 50 percent indicated a preference for a biologically oriented psychiatrist; and 26 percent preferred a family practitioner or internist who had subsequently become a psychiatrist. The majority of respondents indicated that between July 1974 and July 1975, 1–5 percent of their private hospitalized patients received inhospital psychiatric consultation. Eighty-six percent of the respondents felt the patients should be billed directly at a rate equal to other medical/surgical consultations. These data are correlated with issues involved in the use of psychiatric consultation in the general hospital.

872. Kurpuis, DeWayne, and Robinson, Sharon. An overview of consultation. *Personnel and Guidance Journal,* 56(6):321–323, 1978.

Presents a brief overview of the state of the art, including historical development and purposes, settings, roles, skills, theory, process, outcomes, and the future.

873. Lee, James L. Group counseling: From research to training and practice. In: Farwell, G.F., Gamsky, N.R., and Mathieu-Coughlan, F., eds. *The Counselor's Handbook.* New York: Intext, 1974.

Reviews research on the efficacy of group counseling. A series of generalizations based on patterns in the literature are presented to specify the various settings and tasks in which group counseling is effective. An experiential model of training in group counseling is described, the roles of the counselor as both a group consultant and a psychological educator are discussed, and the need for further study on leadership and other group processes is noted.

874. Mannino, Fortune V., and Shore, Milton F. Effecting change through consultation. In: Mannino, F., MacLennan, B.; and Shore, M., eds. *The Practice of Mental Health Consultation.* Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975.

Reviews studies reported during 1958–1972 which measured the effect of consultation practice. The studies are divided into those that focus on the consultee, client, and system. Of the 35 studies reported, positive change of some kind was demonstrated in 24 (69 percent).

875. Mannino, Fortune V., and Shore, Milton F. The effects of consultation: A review of empirical studies. *American Journal of Community Psychology,* 3(1):1–21, 1975.

Reviews 35 consultation outcome studies to determine the effectiveness of consultation as an activity for intervention. Though the quality of the studies varies greatly, the effectiveness of consultation as a change method was generally supported.

876. Ozarin, Lucy D. "Community Mental Health: Does It Work? Review of the Evaluation Literature." Unpublished manuscript, NIMH, Rockville, Maryland, 1975.

Reviews the efficacy of community mental health programs by means of a survey of the literature. Accessibility, education, consultation, and services to the poor and community are discussed.

877. Shore, Milton F. "The Federal Scene." Unpublished manuscript. The Mental Health Study Center, Division of Mental Health Service Programs, NIMH, Adelphi, Md., 1975.

Reports on the establishment of a special unit within NIMH to focus on all issues related to Native American, Hispanic, black, and Asian American populations. Includes review of publications relating to mental health consultation, and women and mental health.

See also: 106, 453, 504, 559, 625, 655, 818.

TECHNICAL INNOVATIONS

Dissertations

878. Lindberg, Sherrie Louise. "A Systematic Retrieval of Information From a Consultation Case Register." Unpublished doctoral dissertation. University of Minnesota, 1975.

A systematic retrieval of information from the narrative of a consultation case register containing records of 341 cases was accomplished via classification of terms found in the register and a computer reading of the narrative for selected terms and term combinations.

Articles and Periodicals

879. Dwyer, Thomas F. Telepsychiatry: Psychiatric consultation by interactive television. *American Journal of Psychiatry*, 130(8):865–869, August 1973.

Describes an interactive television (IATV) system set up between Massachusetts General Hospital and a medical station in Boston. The system has proven to be feasible and acceptable to individuals and institutions in the community, providing psychiatric skills on a much wider scale, in a more accessible way, and faster than any other system. The implications and future uses that appropriately placed IATV links could have are delineated, e.g., significantly multiplying existing manpower and more evenly distributing psychiatric care without placing greater demands on manpower.

880. Straker, Norman; Mostyn, Patricia; and Marshall, Carter. The use of two-way TV in bringing mental health services to the inner city. *American Journal of Psychiatry*, 133(10):1202–1205, 1976.

Describes a two-way cable TV link between a medical school and a child health station in East Harlem. Patients and their mothers are evaluated by a child psychiatrist in TV consultations with nurse associates, health workers, medical students, and child psychiatric fellows present. Suggests that such TV links can increase mental health services to underserved inner-city children.

881. Wilson, Stan. *A Test of the Technical Feasibility of On-Line Consultation Using APL*. College Station, Texas: APL Laboratory, Agriculture, Economics, and Rural Sociology Department, Texas A & M University, October 1973. (EDRS)

Increases in the cost of travel together with projected decreases in the cost of long-distance telephone calls indicate that economy in consultation can be increased by a shift to more telephone consultation in the future. This may be difficult and awkward for researchers, if consultation involves looking at computer output, particularly in an interactive mode. This might be solved if both parties had a terminal. A test of the technical feasibility of such a conference was made. It indicated that on-line consultation is technically feasible and appears to be easy with the APL software system. Several different types of consultation sessions are described. (abs.)

See also: 158, 492, 519, 646, 708, 711, 756, 764, 767.

BIBLIOGRAPHIES

Articles and Periodicals

882. Kurpuis, DeWayne. A topical bibliography on consultation. *Personnel and Guidance Journal*, 56(7):442–447, 1978.

Includes selected books and articles which are functionally related to the broad topic of consultation and are organized according to (a) Consultation Theory and Process; (b) Planned Change; (c) School and University; (d) Organization Development; (e) Organizational Theory and Practice; (f) Research and Evaluation; and (g) Planning for the Future.

883. Li Wang, V. An annotated bibliography on consultation. *Health Education Monographs*, 3(4):403–13, Winter 1975.

This annotated bibliography is selected from the Health Education Information Retrieval System housed in the Division of Health Education at The Johns Hopkins University School of Hygiene and Public Health. The 38 references in this annotated bibliography highlight the consultation process and the use of the consultant as a resource person.

884. Mannino, Fortune V., and Robinson, Shirley E. A reference guide to the consultation literature. In: Mannino, F.; MacLennan, B.; and Shore, M., eds. *The Practice of Mental Health Consultation*. Adelphi, Md.: Mental Health Study Center, Division of Mental Health Service Programs, NIMH, 1975, pp. 157–241.

A reference guide to the consultation literature prior to 1973 is presented including 1,136 items.

See also: 177.

AUTHOR INDEX

Listed by citation number

A

Abidin, R.R., 584, 752
Abrams, H.S., 206
Adams, M.S., 207
Adams, P.L., 126
Adler, P.T., 753
Adrezia, J., 365
Ahmed, P.I., 87
Aiken, J.L., 362
Alberty, B., 164
Aleksandrowicz, D.R., 314
Alexander, R., 754
Allegheny County Schools, Pittsburgh, PA., 325
Allerhand, M.E., 64
Allerton, W.S., 494
Alley, S., 627
Almond, G., 208
Alpert, J.L., 32, 33, 34, 707
Altman, C.S., 374
Amdur, M.A., 209
American Dietetic Association, The, 284
Anderson, G.L., 165
Anderson, L.S., 66
Anderson, R.G., 431
Anderson, R.J., 278
Andolfi, M., 67
Andrulis, D.P., 487
Aplin, J.C., 68
Aponte, J.F., 487
Applegate, W.R., 218
Arbes, B.H., 755
Arands, J., 25
Arands, R., 25
Arends, R.I., 783
Arikado, M.S., 485
Arnn, J., 60
Arons, B.S., 210
Aronson, S.S., 285
Arshad, C.M., 559
Atcheson, J.D., 315
Atlas, J.W., 419
Attkisson, C.C., 595
Aubrey, R.F., 140
Auerbach, I.J., 363
Auerbach, J., 35
Austin Independent School District, Texas, 166
Avni, J., 397
Awad, G.A., 839
Axford, B.M., 141

B

Bagely, M.T., 756
Baizerman, M., 454
Ballou, B., 866
Balter, L., 758
Banikiotes, P.G., 142
Barber, W., 600
Barcai, A., 69
Bardon, J.I., 486
Baris, M.A., 642
Barrilleaux, L.E., 626
Barry, J.R., 78
Barton, A.K., 487
Bauer, H., 167
Bauman, L., 622
Beauvais, C.A., 643
Beck, K., 594
Becker, R.E., 201
Becker, S., 542
Becker, T.M., 840
Beckman, G., 359

Bednar, R.A., 810
Beebe, J.E., III, 481
Behavior Science Corporation, 759, 760
Bell, C.J., 434
Bell, E.C., 570
Bell, W.E., 571
Bellack, A.S., 4
Benjamin, L.A., 61
Bennett, V.C., 95
Benoff, M., 644
Benoit, R.B., 36
Bentley, M.T., 785
Benton, J.F., 180
Benyamini, K., 568
Berg, D., 448
Bergan, J.R., 505, 601, 761
Berger, D.M., 211
Berkowitz, M.I., 446
Berlin, I.N., 88
Bernauer, M., 500
Bernstein, S.B., 212
Berte, N.R., 96
Beuttel, S.J., 738
Bexton, W.H., 94
Bilmes, M., 114
Birk, J.M., 778
Birney, D.H., 645
Bisbee, E., 191
Blacher, R.S., 383
Blake, R., 1, 2
Blakeney, R.N., 570
Blanton, J., 627
Blaustein, M., 762
Bleaker, E.G., 416
Bohn, M.B., 449
Bonwit, T., 547
Bornstein, P.H., 5
Borus, J.F., 127, 841
Bousquet, J., 316
Bowden, R., 274
Boyd, V., 372
Briggs, C.H., 243
Broad, M.L., 456
Brockhaus, W.L., 119
Brocking, M., 797
Brook, P., 842, 843, 844
Brooks, G.C., Jr., 357
Brooks, R.B., 15
Broskowski, A., 18, 602, 603, 763
Brosseau, J., 37
Brough, D., 274
Brown, A.L., 488
Brown, D., 7, 26
Brown, J.A., 708, 764
Brown, J.H., 6
Brown, P.H., 407
Brown, S., 7, 26
Brown, S.L., 334
Brown, S.W., 543
Brown, T.H., 97
Brown, V.L., 38
Brown, W., 709
Brown, W.A., 213
Brubaker, J.C., 39, 47
Brunt, C.H., 330, 331
Bryan, E., III, 11
Bryant, B., 99, 801
Bryngelson, J.D., 739
Buckingham, P., 711
Buckland, C.M., 98
Buffmire, J.A., 765
Burgess, A.W., 457
Burnett, B.B., 275
Burnside, J.W., 861
Burnstein, A.G., 420
Burr, A.M., 801
Bush, M.L., 194
Butler, A.G., 458
Butler, A.J., 766
Butler, V.D., 830

C

California State Postsecondary Education Commission, 168
Calkins, D., 267
Calsyn, R., 604, 827

Campbell, L.M., 12
Canter, L., 8
Career Education Service Center, 561
Carlock, P.D., 605
Carlson, J., 28, 29, 143, 492
Carman, R.S., 489
Carr, J.J., 275
Carr, R.A., 767
Carrington, D., 40
Carroll, A., 169, 490
Carson, J., 139
Carson, W.M., 646
Carter, B.D., 276, 870
Cash, W.B., 409
Cassem, N.H., 384
Castleberry, M., 768
Cavalluzzo, V.A., 482
Cavanaugh, J.L., 871
Cazares, P.R., 870
Center for New Schools, 769, 770
Centre for Learning and Development, 170
Champagne, D.W., 562
Chandy, J.M., 647, 712
Chapman, R.L., 593
Chasen, B.J., 771
Chenery, M.F., 781
Chermesh, R., 710
Cherniss, C., 128, 578, 606
Cherns, A.B., 628
Chesler, M.A., 99
Christopher, R.L., 398
Cilley, E.G.L., 171
Clack, R.J., 145, 364
Claiborn, W.L., 27, 294
Clark, C., 172
Clark, W.D., 629
Clarke, R., 773
Clements, C.B., 296
Cleveland, A., 40
Coates, T.J., 784
Cochran, D., 364
Cohen, A.R., 338
Cohen, H.A., 772
Cohen, R., 27, 294
Coleman, J.V., 385
Coleman, S.F., 648
Collison, M., 274
Colman, A.D., 94
Coltrane, F., 299
Congress of the United States, 410
Conoley, C., 144
Conrad, R., 421
Conrath, D.W., 711
Conte, H., 855, 856
Conyne, R.K., 71, 145, 364
Cook, P.E., 82
Cook, V.J., 845
Cooper, J.A., 339
Copping, W., 214
Corder, B., 231
Corder, R., 795
Cotler, S.B., 422
Coulter, W.A., 244
Coursey, R.D., 427
Cowan, P.A., 714
Cowen, E.L., 245, 286
Cowley, R.A., 237
Craig, T.J., 386
Croley, H.T., 173
Crowell, A., 234
Crowfoot, J.E., 99
Cubbage, M., 326
Currin, S., 70
Curry, D.R., 70
Cytrnbaum, S., 607, 608

D

Daggett, D.R., 773
Daniels, R.S., 491
Darcy, C.M., 365
Daum, S., 610
Davidson, G.O., 269
Davidson, R.G., 544
Davies, D., 162

Davis, J.K., 100
Davis, J.L., 50
Davis, K.L., 366
Davis, M., 246
Dawson, D., 373
Deal, T.E., 774
DeAmicus, M., 589
deLuchina, N.E., 387
Deno, S., 803
Dent, M.W., 146
DePrisco, S.M., 649
Derdeyn, A.P., 215
Derley, N.J.F., 650
Desroches, F., 563
DeVille, A.P., 806
Diamond, H., 868
Diehe, L.A., 800
Dieringer, C.P., 651
Dimma, W.A., 846
Dincin, J., 216
Dinkmeyer, D., 28, 29, 41, 492
Dinkmeyer, D., Jr., 41
Diodati, A., 572
Dobson, R.L., 161
Dolev, A., 72
Dorens, L.A., 283
Dorham, M.H., 340
Dorr, D., 493, 630
Douglas, C., 267
Dowd, E.T., 341
Doyle, R.E., 652
Doyle, W., 459
Dratler, L.H., 120
Dreman, S.B., 69
Driscoll, J., 603
Dropking, R., 164
Drotar, D., 247, 248, 388, 389
Dudley, J.P., 653
Duffee, D., 308
Duffy, E.C., 654
Dugan, J.C., 775
Duncan, J.A., 533
Dunn, E.V., 711
Duricko, A., 290
Dworkin, A.L., 3
Dworkin, B.B., 655
Dworkin, E.P., 3
Dwyer, T.F., 879
Dzard, C.F., 781

E

Eardley, B., 147
Eaton, J.S., 220, 494
Edwards, R.L., 435, 436
Eich, R.K., 450
Eiseman, J.W., 101
Eldridge, W.D., 762
Elkin, V.B., 259
Ellis, R.G., 807
Emerson, F.B., 460
Emiley, S., 464, 776
Emory, R.P., 516
English, C., 373
Epting, R., 327
Eraut, M., 367
Ether, J.A., 365
Evans, D.A., 461
Evans, S.B., 656

F

Fairbanks, D.W., 564
Fairchild, T.N., 777
Fanibanda, D., 534
Favazza, A., 73
Feider, L., 773
Feinberg, J.H., 657
Feiner, J.S., 192
Feinstein, O., 174, 175
Feinstein, W.C., 658
Feldman, G.J., 659
Ferber, H., 792
Fergus, E., 604, 827
Ferrante, R.R., 660
Fersch, E.A., 297
Fields, S., 328

Fine, M., 730, 733, 736
Fine, S., 90, 495
Fink, P.J., 217
Fink, S., 610
Fisher, L., 565
Fisher, R.J., 102
Fishman, M., 129
Fitzsimmons, C.F., 598
Flood, J., 871
Flori, L., 231
Ford, C.H., 631
Ford, G.F., Jr., 661
Forman, M.A., 847
Forman, S.G., 103
Francisco, R.P., 483
Frank, J.L., 390
Frank, T., 329
Frankenhuis, J.P., 545
Frankahuser, C., 411
Franks, C.M., 4
Frederick, V., 287, 299
Freedberg, L., 374
Freedman, I., 740
Freeman, A.M., 218
Freeman, R., 360
Friedman, M.P., 724, 725
Fretta, N., 287
Freund, J.C., 77
Friedman, L.P. 662
Friedman, M.P., 663
Froehle, T.C., 496
Froese, A.P., 391, 848
Frome, F., 617
Fuchs, J.H., 116, 539

G

Gadon, H., 338
Galano, J., 614
Galanter, M., 74
Gallagher, N., 522
Gallemore, J.L., 305
Gallessich, J., 42, 249, 497
Galvez, E., 421
Galvin, K.M., 176
Ganeles, D., 365
Ganofsky, M.A., 389
Gardner, J.M., 75
Garetz, F.D., 864
Garlick, L.D., 540
Garrison, R.H., 566
Garside, R.F., 348
Gaughan, E.J., 724, 725
Gazay, L., 787
Gazvoda, M., 768
Geist, R.A., 462
Gelso, C.J., 778
George, C.A., 779
George, T.W., 9
Georgiades, N.J., 463
Gibson, J., 191
Gilad, O., 69
Gilmore, G.E., 250, 712
Gilmore, R.E., 664
Gingras, P.M., 828, 829
Ginsburg, A.B., 713
Glaser, E.M., 585, 780, 781
Gluckstern, N.B., 300
Godduhn, J., 395
Goetzl, Ugo, 219
Goffard, S.J., 574
Goh, D.S., 849
Goldberg, R.L., 220, 494
Goldman, R.K., 714
Goldman, R.M., 562
Goldstein, G., 421
Goldstein, J.E., 177
Goldstein, S.G., 713
Goodstein, R.K., 221
Goodwin, D.L., 784
Gordetsky, S., 329
Gordon, J.S., 437, 438
Gorman, B.L., 810
Graeb, T.S., 741
Grande, L., 290
Gray, D.D., Jr., 632
Greden, J.F., 850

Green, D., 783
Green, R.L., 665
Greenspan, S.I., 330, 331
Greer, R.M., 148
Griffin, M.J., 375
Griffith, L., 299
Grinberg de Ekboir, J., 392
Grotberg, E.H., 251
Group for the Advancement of Psychiatry, Committee on Psychiatry and the Community, 433
Group for the Advancement of Psychiatry, Committee on Psychiatry and Law, 222
Grove, W. P., 487
Groves, J.E., 223, 396
Grubbs, J.H., 220
Grundle, T., 464, 776
Guerney, B., Jr., 609
Guerney, L., 782
Gurian, B.S., 393
Gurski, G., 490
Gustafson, J.P., 104, 465
Guthrie, A., 255
Guttman, D., 117
Guyden, T.E., 850

H

Haas, M.R., 220
Haberman, K., 70
Hadamard, A., 610
Hagedorn, H.J., 594
Hagen, D., 378
Hagens, L. McG., 149, 150
Hale, E.W., 435, 436
Halfacre, J., 10
Hall, W., 454
Hamburger, B.W., 342
Hamilton, S.B., 5
Hammons, J.O., 546
Hanin, I., 107
Hansen, G.B., 785
Hansen, J., 633
Hansen, L.S., 43
Hansen, Y., 334
Hardage, N.G., 808
Hargreaves, W.A., 595
Haring, N.G., 44
Harper, D., 567
Harris, G., 277
Harris, J.A., 317
Harris, J.W., 786
Harris, W., 317, 586
Harrison, R., 587
Harty, H., 547
Harvey, E.B., 787
Haug, D., 188
Haughey, M., 851
Haugk, K.C., 428
Hauser, S.T., 715
Hausman, W., 323, 465, 575
Hausser, D.L., 17
Hay, F.W., 666
Hazzard, J., 667
Hedberg, A.G., 12
Heiland, W.F., 864
Heinicke, C.M., 716
Heller, K., 439
Herman, S.M., 548
Herndon, J.H., 390
Hertz, D.G., 852
Hertzman, M., 76
Hescheles, D., 788
Hetznecker, W., 847
Higdon, R.E., 535
Higgins, A., 709
Highfill, T.J., 278
Hilgren, J., 252
Hill, L.A., 742
Hilliard, A.G., 318
Himes, B., 633
Hinkle, A., 611
Hirschman, R., 717
Hirschowitz, R.G., 89, 394, 588
Hobfoll, S.E., 615
Hodge, J.R., 549

Hoffman, F.J., 668, 789
Holahan, C.J., 151
Holdaway, E.A., 851
Holland, T.P., 620
Hollister, W.G., 634, 790
Holmes, D., 440
Holmes, M., 440
Honma, Y., 343
Hops, H., 344
Hornik, H.W., 560
Houpt, J.L., 498
Hover, D., 105
Huckle, B., 231
Hug, W.F., 669
Hughson, B., 791
Huguenin, K.M., 774
Hulme, T.S., 429
Humphrey, G.B., 253
Hunt, A., 118
Hunt, B.L., 623
Hunt, S., 372
Hunter, R.C., 853
Hunter, W.E., 546
Huntington, D.S., 114
Hurst, J.C., 152
Hurwitz, T.D., 221
Huse, E.F., 19
Hyman, I., 30, 499
Hytrek, A.J., 670

I

Ianziot, B.M., 860
Inzerilli, G., 671
Irving, J., 137
Issacharoff, A., 395
Ivanoff, J.M., 672
Izzo, L.D., 286

J

Jackson, D.N., 488
Jackson, D.W., Jr., 543
Jackson, J.H., 500
Jackson, R.J., 106
Jackson, R.K., 599
Jacob, E., 381
Jacobs D.E., 673
Jacobs, P., 252
Jacobson, E.M., 213
Janowitch, L.A., 127
Jarema, C., 178
Jarman, M.C., 143
Jeffer, E.K., 466, 467
Jeger, A.M., 674
Jenkins, J.R., 345, 346
Jennings, F.L., 253
John, D., 179
Johnson, F., 372
Johnson, M.C., 501
Johnson, P.E., 430
Jones, M.E., 773
Jung, C.C., 502

K

Kadushin, A., 273
Kahn, M., 421
Kahn, P., 197
Kaltreider, N.B., 468
Kameen, M.C., 708
Kamin, L.E., 391
Kammerer, W.S., 861
Kaplan, R.E., 635
Kapur, R.L., 854
Karasu, T.B., 74, 76, 855, 856
Kaseman, C.M., 431
Kaslow, F.W., 480
Katsarkas, A., 411
Katz, A., 255
Katz, H.P., 332
Kauffman, J.M., 180
Kaufman, J., 256
Kavanagh, T., 788
Kaye, A., 181
Kaye, R., 224
Kazandkian, A., 726
Kazanjian, V., 451

Keeley, S.M., 792
Keierleber, D.L., 43
Kelman, E., 793
Kelsey, R.C., 62
Kerlin, M., 718
Kern, R., 139
Kester, D.L., 794
Ketterman, C., 40
Khajaui, F., 320, 763
Kieffer, F., 127
Kiel, D.H., 452
Kimball, C.P., 503
Kin, Yeung K., 298
Kincaid, M., 108
King, H.E., 107
King, L.W., 422
Kinzie, J.D., 425, 426
Kirschner, N.M., 347
Kissel, S., 589
Kitchener, K.G., 152, 755
Klein, D.F., 553
Klein, Z., 568
Klosterman, D., 257
Klosterman, E., 589
Knight, M.F., 821
Knight, N., 636
Koehler, R., 802
Koenig, H., 381
Koenig, R., 381
Kohl, M., 728
Kolson, G., 719
Kolvin, I., 348
Kopplin, D.A., 368
Kraft, W.P., 412
Krakowski, A.J., 225, 226, 504, 550, 637, 857
Kratochwill, T., 505
Krell, R., 90
Kruel, R.W., Jr., 269
Kucharski, A., 396
Kuehnel, J.M., 675
Kupers, T.A., 301
Kurpius, D., 45, 46, 47, 872, 882
Kuzniar, J., 153

L

Lacoursiere, R.B., 302
LaFave, F.E., 364
LaGodna, G.E., 676
Lal, S., 197
Lam, D.J., 404
Lamb, D., 364
Lambert, N.M., 59, 506, 795, 826
Langmeyer, D., 20
Lanning, W., 154
Lansky, L.M., 307
Laosa, L.M., 420
Larsen, G., 360
Larsen, J.K., 720, 721
Larsen, S.C., 757
Latham, W.L., 718
Lauver, P.J., 638
L'Aventure, C., 826
Lawrence, A., 127
Lawson, J., 369
Lazare, A., 457
Leard, H.M., 155
Lee, J.L., 873
Lee, V., 353
Leeman, C.P., 796
Lehrer, P.M., 802
Leigh, H., 224, 227
Lejero, L., 421
Leonard, M., 372
Lepkin, M., 413
Lerer, B., 397
Lesiak, W.J., 722
Levenburg, S.B., 432
Leventhal, T., 359
Levin, L., 347
Levin-Frank, S., 287
Levine, C.A., 391
Levine, M., 797
Leviton, H.S., 725
Levy, C.B., 677
Lewis, C.R., 258
Lewis, L., 195
Lewis, R.L., 416

Li Wang, V., 883
Liberman, R.P., 11
Lien, J.B., 319
Linar, E.H., 678
Lindberg, S.L., 878
Linden, J.H., 453
Lindquist, J., 798
Lion, J.R., 398
Lipowski, Z.J., 228, 229, 863
Lippitt, G., 447, 469
Lippitt, R., 447, 469
Lipsitch, I.I., 417, 807
Livesay, G., 728
Livingstone, J.B., 404
Lockwood, J.D., 551
Lombardi, J.S., 799
Lorenz, S.S., 786
Lorion, R.P., 245
Lorman, S., 335
Lounsbury, E., 722
Love, S.F., 121
Lovitt, R., 303
Lowenkopf, E.L., 230
Lowy, L., 375
Luchina, I.L., 399, 400
Ludwig, L.M., 707
Lundell, K., 709
Luterbach, E.J., 241
Lynch, A.Q., 799
Lynch, G.B., 679
Lyons, R., 791

Mc

MacDonald, K.R., 12
Macdonald-Ross, M., 182
MacDougall, M.A., 764
MacLennan, B.W., 130, 212, 470, 517, 579, 596, 869
MacMillan, A., 348
McBride, H.J., 507
McCord, M.E., 435, 436
McCracken, B., 743
McCreary, C., 306
McDermott, M., 372
McGinley, A.J., 680
McGlynn, T.J., 861
McGovern, L.M., 681
McGraw, K.R., 471
McGreevy, C.P., 508
McIntyre, M., 490, 595
McKeever, D.A., 270
McKegney, F.P., 509, 523
McKnight, M.W., 180
McNamara, J.R., 800
McNeil, D.C., 188
McPherson, S.B., 304
McPherson, W.G., 381
McRee, C., 231
McWhirter, J.J., 108
McWilliams, D.R., 569

M

Macaluso, L., 156
Madden, D.J., 398
Mahar, C., 586
Mahoney, B.W., 122
Maidment, R., 536
Malcolmson, S.A., 315
Male, M., 490
Mangieri, J.N., 569
Mann, P.A., 246, 295, 472
Mannino, F.V., 596, 869, 874, 875, 884
Marcus, J., 196
Margerison, C.J., 510
Marino, M.F., 682
Markel, G.L., 683
Marshall, C., 880
Marshall University, Huntington, W. Va., 511, 512, 513, 514
Martens, W., 468
Martin, H.W., 420
Martin, M.J., 232
Martin, R., 30, 639
Marver, J.D., 858
Mattson, R.E., 684

Mattsson, A., 235, 402
Mayer, G.R., 36
Mayhall, W.F., 345, 346
Mayo, J., 157
Mazade, N.A., 859
Medway, F.J., 259
Mehryar, A., 320, 763
Melchiode, G.A., 379
Menard, T., 244
Mende, R.H., 180
Mendel, J.G., 552, 553
Mensh, I.N., 515
Mentzer, S.S., 685
Merchant, D.F., 48
Merowitz, M., 376
Merry, U., 64
Messina, J.J., 686
Meyers, J., 30, 49, 349, 499, 723, 724, 725
Michel, R.D., 610
Mickelson, D.J., 50
Midwest Organizational Development Network, 21
Migenes, J.R., 77
Mikesell, R.H., 78
Milbourn, J.J., 183
Milczarek, G.J., 801
Miles, J., 260
Mill, C.R., 22
Miller, A.A., 381
Miller, F.T., 634, 731
Miller, R., 850
Miller, W.B., 79, 80
Miller, W.R., 864
Minard, S., 81
Miran, E., 802
Miran, M., 802
Mirkin, P., 803
Mirvis, P.H., 448
Mischley, M.J., 831
Mitchell, D.E., 804
Mittenthal, R.A., 122
Mobley, C.F., 805
Moerings, B.J., 341
Mogstad, T.E., 233
Momiyama, A.T., 762
Monahan, J., 65
Monnelly, E.P., 860
Montanelli, R.P., 401
Monterrosa, S., 468
Moore, B.J., 144
Moore, P.L., 687
Moore, R.A., 861
Moracco, J., 726
Moreau, D., 197
Morrill, R.G., 127
Morris, E.L., 721
Morrison, K., 204
Morrison, R.L., 688
Morrow, R.D., 507
Moss, A.F., 279
Mostyn, P., 880
Mouton, J., 1, 2
Muhlberger, E.U., 131
Mulcahy, G., 801
Mullen, J., 261
Mullin, M.L., 570
Mumford, A., 473
Murphy, M.E., 244
Murphy, S., 350, 441
Murray, S.L., 779
Musante, G., 305
Musial, J.J., 174
Mustian, R.D., 113
Myers, J., Jr., 541
Myrick, R.D., 158

N

Nachmani, G., 395
Nagler, S., 82
Nalder, M.C., 234
Namminga, S.E., 832
Napier, A.Y., 109
National Institute of Mental Health (DHEW), 132, 597
Naylor, K.A., 235, 402
Neely, G., 110

Nelson, C.W., 123
Nelson, J.K.N., 198
Neubert, S., 594
Newbrough, J.R., 309
Newcomer, P.L., 51, 52
Nicely, R.F., Jr., 562
Nicol, A.R., 348
Nicholson, E., 70
Nir, Y., 351
Nisberg, J.N., 865
Nissley, H.R., 124
Nixon, G., 83
Nord, W., 600
Norris, C.M., 199
North, B., 404
Northman, J.E., 580
Northwest Regional Laboratory, 612
Nover, R.A., 330, 331
Nutt, R.L., 833

O

O'Bryant, M.L., 834
Oglesby, S., 294
Oldridge, O.A., 53
Olson, W.R., 554
O'Neil, E.H., 96
Onesti, S.J., 404
Otillar, D.M., 744
Otto, M.L., 380
Owen, C.M., 288
Owens, R., 617
Ozarin, L.D., 876

P

Pace, R.W., 184
Packard, R.W., 300
Parfit, J., 442
Pargament, K.I., 581
Parker, C.A., 185, 369
Parson, R.D., 689
Pasnau, R.O., 205
Passons, W.R., 133
Patrick, D.L., 385
Patterson, J.G., 845
Patterson, K., 422
Patterson, W.N., 806
Patton, C.V., 858
Paul, D., 230
Paul, S., 641
Paulson, H.B., 690
Paulson, T., 8
Pearl, A., 613
Pecorella, P.A., 17
Penn, C.E., 727
Perlman, B., 537
Peters, A.D., 333
Peters, P.A., 745
Peterson, C.L., 91
Peterson, M., 262, 582
Peterson, N.A., 186
Piacente, B.S., 615
Pierce, P.S., 403
Pierce, R.A., 371, 474
Pietrofesa, J., 54
Pino, R.F., 516
Pitt, N.W., 349, 725
Plog, S.C., 87
Plutchik, R., 855, 856
Poggio, J.P., 730
Pollack, D., 352
Polk, W.J., 517
Ponce, D.E., 353
Porosoff, G., 77
Portnoi, T.S., 404
Poznanski, E.O., 839
Price, S., 306
Prosser, R.L., 691
Prunty, H.E., 354
Prus, J., 267
Pryzwansky, W.B., 55, 56
Pyle, R.R., 134
Pyron, T., 862

Q

Quevillon, R.P., 5
Quinn, R.D., 130
Quinn, T., 518
Quirk, M.P., 417, 807

R

Ralph, D.E., 394
Ramirez-Murgado, J.O., 423
Rand, N.E., 23
Randolph, D.L., 519, 808
Rawlyk, S., 475
Raymond, F.B., 280
Reddin, W.J., 476
Reddy, W.B., 307
Reich, L., 127
Reich, W., 256
Reid, E.A., 370
Reid, H., 334
Reiner, B.S., 435, 436
Reinking, R.H., 728
Reiser, M.F., 227
Reith, H.J., 786
Renwick, P.A., 729
Reschly, D.J., 57
Rhode Island State Department of Education, Providence, 187
Rhodes, E., 555
Rhodes, W.C., 84
Rice, L.C., 368
Rider, L.H., 692
Ridley, E.J., 424
Rieger, W., 520
Riker, J., 340
Ritter, D.R., 809
Ritvo, R.A., 620
Robinson, S., 872
Robinson, S.E., 884
Robitaille-Martin, M., 135
Rockowitz, R.J., 521
Rodriguez, A., 332
Rogawski, A.S., 92
Rogeness, G.A., 810
Rogers, K., 289
Ronstadt, M.I., 477, 835
Rosenbaum, C.P., 481
Rosenbaum, M., 856
Rosenberger, J.W., 443
Rosenfield, S., 590
Rosenleim, E., 404
Rosinski, E., 494
Ross, H.L., 780, 811
Rossiaky, P.B., 866
Rotmann, M., 193
Rourke, P.G., 693
Ruben, A.G., 159
Rubino, T.J., 522
Rubino, T.J., Jr., 163
Ruckhaber, C.J., 812
Ruff, R., 746
Ruggiano, J.R., 236
Runkel, P.J., 571
Runquist, M.P., 747, 813
Russ, S.W., 478
Russell, M.L., 13, 498
Ryan, W.P., 111

S

Sachs, L., 468
Samuels, B., 787
Samuels, T.E., 114
Samuelson, S.A., 694
Sandler, I.N., 290
Sandoval, J.H., 506, 795
Sapp, D.N., 355
Savino, L.J., 406
Scelza, C., 522
Schein, E.H., 24
Schein, V.E., 591
Schermerhorn, J.R., Jr., 626
Schild, J.S., 356
Schilke, D.A., 198
Schmits, D.W., 14
Schmuck, P., 263
Schmuck, R.A., 25, 58, 263, 814

Schnaper, N., 237
Schniewind, H.E., 238
Schowengerdt, R.V., 730
Schroder, M., 291
Schroeder, C.S., 731
Schroeder, D., 130
Schubert, D.S.P., 523
Schulberg, H.C., 603
Schulman, B.M., 112
Schwab, S.S., 577
Schwartz, A.J., 371, 474
Schween, P.H., 200
Scott, C.B., 356
Seaver, F.A., 175
Sebring, R.H., 308
Sedlacek, W.E., 357
See, J.J., 113
Seitz, P., 381
Seltz, J.S., 414
Severin, N.K., 201
Shaevitz, M.H., 160
Shafe, M.C., 836
Shaffer, K.R., 556
Shakoor, M.A., 695
Shapiro, M.I., 114
Shapiro, R.L., 715
Shellow, R.S., 309
Shelton, J.E., 161
Shemberg, K.M., 792
Sherry, S.N., 404
Shevitz, S.A., 863
Shochet, B.R., 239, 292
Shore, M.F., 869, 874, 875, 877
Shrier, D.K., 335
Siegal, A.W., 77
Siegel, B., 855, 856
Siegel, L., 595
Signell, K.A., 524
Silver, A.E., 778
Silverfarb, P.M., 863
Silverman, W.H., 816
Silverstein, B., 611
Simon, N.M., 405
Simonds, J.F., 817
Simone, E., 127
Simons, H., 162
Sinapi, J., 275
Singer, T.L., 354
Skinner, J., 67
Skurow, N.R., 837
Small, J.M., 851
Smith, B.L., 583
Smith, D.G., 380
Smith, H.L., 271
Smith, J.M.B., 484
Smith, P.A., 406
Snapp, M., 188, 264
Snow, D.L., 15
Snowe, R.J., 529
Solomon, S.J., 748
Sorcinelli, M.D.G., 696
Sorenson, J.L., 595, 614
Sorrentino, J., 332
Southern Regional Education Board, 189
Sparks, J.E., 838
Special Education Curriculum Training Center, Missouri University, 525
Spensley, J., 136
Sperber, Z., 334
Spielberger, C.D., 93, 615
Splete, H., 54, 139
Sprafkin, R.P., 294
Stanier, J.D., 562
Stapleton, P., 526
Starkman, M.N., 538
Stebbins, W.C., 521
Steele, F., 621
Steelman, H.S., 415
Steenfeldt-Foss, O.W., 240
Stein, D.D., 67
Steinmuller, R., 855, 856
Stem, M., 490
Stent, M.D., 293
Stephenson, P.S., 90, 444, 818
Stern, R.N., 840
Stevens, W.F., 697

Steward, M., 337
Stewart, A., 418
Stewart, M.A., 860
Stewart, R.L., 381
Stigler, M., 274
Stiller, A., 358
Stine, B.A., 281
Stokes, J.P., 810
Stollak, G.E., 527, 528
Stolorow, R.D., 85
Straker, N., 880
Stratas, N.E., 382
Stratford, R.J., 819
Strauch, B., 224
Streifel, J.A., 406
Strickland, B., 60
Strupp, H.H., 137
Suinn, R.M., 732, 820
Sulby, A.B., 572
Swanson, J.N., 711
Szumk, M.I.C., 698

T

Tarnow, J.D., 192
Taylor, E.N., 573, 574, 616
Taylor, R., 275
Teal, S.E., 136
Teese, C.F., 310
Teeter, R.B., 864
Thomas, D.S., 699
Thomas, L., 354
Thorne, M.C., 321
Thurman, R.L., 529
Thurman, R.S., 558
Tichy, N.M., 865
Tidwell, T.G., 749
Tindall, R.H., 530
Tippett, J., 617
Todd, T.W., 866
Toder, F.A., 265
Toker, A., 522
Tombari, M.L., 601, 624, 761
Tomlinsin, J.R., 618
Toost, M.A., 286
Towle, L., 127
Townsel, L.E., 137
Trachtman, G.M., 34, 479
Trail, I.D., 202
Tranfield, D.R., 640
Trautlein, J.J., 861
Tremlett, L.R., 125
Trop, J.L., 86
Tucker, K., 868
Tuckman, A.J., 641
Tuder, E.N., 209
Twarog, J.E., 700
Tyler, M.M., 733

U

Urion, C., 322
Utz, P.W., 778

V

Vachner, C.D., 382, 750
Vaughn, W.T., Jr., 114
Veno, A., 75
Vicente, A.R., 180
Vickers, D.F., 190
Vineberg, R., 574, 616
Vore, D.A., 253

W

Wade, D.O., 821
Wadsworth, M.E., 734
Walsh, J.A., 311, 822
Walton, D.M., 611
Walz, G.R., 61
Ward, J., 819
Wardell, W.M., 531
Waters, L.G., 823
Watkins, E.L., 619, 620
Wawrykow, G.M., 336

Wax, D.E., 115
Waxer, P., 592
Webb, D., 461
Weber, C.A., 234, 312, 824
Weil, T.P., 532
Weiland, G.J., 378
Weinberger, G., 359
Weiner, L., 707
Weiner, S., 509
Weinstein, H.M., 498
Weissman, H.N., 337
Welch, F., 10
Wellington, J., 266
Wendland, C.J., 867
Wendland, L.V., 867
Wendt, J.M., 701
Wenger, R., 625, 735
Werlin, S., 594
Werner, J.L., 138
West, N.D., 407
Westbrook, F.D., 372
Westermeyer, J., 323, 575
Whitaker, D.S., 381
White, P.L., 702, 736
White, R., 592
White, S.L., 313
Whiteley, S., 405
Whiting, L., 445
Wiesel, D., 397
Wigtil, J.V., 62
Wilder, J.F., 74
Williams, C., 421
Williams, F.D., 576
Williams, F.E., 751
Williams, J.I., 241
Williams, K.L., 412
Willner, B., 117
Wilson, A.J., III, 272
Wilson, B.S., 801
Wilson, S., 881
Wilt, S.M., 703
Wincuinas, J., 191
Winett, R.A., 16, 267
Wise, T.N., 203, 408
Wissler, A.L., 17
Withersty, D.J., 242
Witte, P.G., 311
Wolfendale, S., 268
Wolff, G., 793
Wolstenholme, F., 348
Woodley, D., 407
Woods, T.L., 282
Woody, R.H., 63, 737
Wormer, J., 310
Wright, L., 825
Wyatt, W.C., 704

Y

Yandell, W., 360, 506, 826
Yanoov, B., 324
Yaryan, C.M., 705
Yonke, A., 106
York, J., 377, 604, 827
Young, B.B., 425
Youngren, J.N., 417
Youngs, D.D., 538
Yudin, L.W., 868
Yutiao, M., 426

Z

Zahourek, R., 204
Zeff, S.B., 361, 706
Zide, E.D., 31
Zimmerman, D.J., 356
Zolik, E.S., 776

☆U.S. GOVERNMENT PRINTING OFFICE: 1981-336-476/8015

best copy available

Copy cover S+T

DEPARTMENT OF
HEALTH AND HUMAN SERVICES
PUBLIC HEALTH SERVICE

ALCOHOL, DRUG ABUSE, AND
MENTAL HEALTH ADMINISTRATION
5600 FISHERS LANE
ROCKVILLE, MARYLAND 20857

OFFICIAL BUSINESS
Penalty for private use, $300

POSTAGE AND FEES PAID
U. S. DEPARTMENT OF H.H.S.
HHS 396

THIRD CLASS
BULK RATE

U.S.MAIL

NOTICE OF MAILING CHANGE

☐ Check here if you wish to discontinue receiving this type of publication.

☐ Check here if your address has changed and you wish to continue receiving this type of publication. (Be sure to furnish your complete address including zip code.)

Tear off cover with address label still affixed and send to:

Alcohol, Drug Abuse, and Mental Health Administration
Printing and Publications Management Branch
5600 Fishers Lane (Rm. 6C-02)
Rockville, Maryland 20857

DHHS Publication No. (ADM) 81-948
Printed 1981